THE CONTRIBUTION OF THE FIRST YEAR STUDENTS' PRESENTTENSES MASTERY TOWARD THEIR ABILITY IN WRITINGPROCEDURAL TEXT AT SENIOR HIGH SCHOOL 1TAMBANG KAMPAR REGENCY

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

By

MARINA
NIM. 10614003454

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1433 H/2012 M

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SUPERVISOR APPROVAL

The thesis entitled *"The Contribution of the First Year Students' Present Tenses Mastery toward Their Ability in Writing Procedural Text at Senior High School 1 Tambang Kampar Regency",* is written by Marina, NIM. 10614003454. It is accepted and approved to be examined in the meeting of the final examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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Approved by

The Chairperson of the Department   Supervisor
of English Education

Dr. Hj. Zulhidah, M.Pd.   Drs. Syafaruddin, M.Pd.

EXAMINER APPROVAL

The thesis entitled *"The Contribution of the First Year Students' Present Tenses Mastery toward Their Ability in Writing Procedural Text at Senior High School 1 Tambang Kampar Regency",* is written by Marina, NIM. 10614003454. It has been approved and examined by the examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau, on January 24, 2012 M/ Shafar 29, 1433 H as one of requirements for Undergraduate Degree in English Education.

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Examination Committee

Chairperson   Secretary

Dr.Hj. Helmiati, M.Ag.Dr. Hj. Zulhidah, M.Pd.
 Examiner I   Examiner II

Drs. Samsi Hasan, M.H.Sc. Riri Fauzana, S.Pd.,M Sc.

Dean
Faculty of Education and Teacher Training

Dr. Hj. Helmiati, M.Ag.
NIP. 197002221997032001

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The writer

Marina

ABSTRACT

Marina(2011):"The Contribution of the FirstYear Students' Present Tenses Mastery toward Their Ability in Writing Procedural Textat Senior High School 1 Tambang Kampar Regency".

There are two variables which are used in this research. The first is variable X (Students' present tenses mastery) and the second is variable Y (Students' ability in writing procedural text). The subject of this research was the first year students'at Senior High School 1 Tambang Kampar Regency, and the object wasthe contribution of students' Presenttenses mastery toward their ability in writingproceduraltext.

The instrument used was a test. In present tenses, the writer gave 30 questions. They were multiple choices, rearranging the jumble word, true-false, and matching present tenses. In writing, the test was making procedural text, and the titles were three categories. The limitation of the problems present tenses referred to simple present tense, present continuous tense, present perfect tense, and present perfect continuous tense, and writing referred to procedural text. The writer took 52 samples from 206 students, it was 25 %.

The technique of the data analysis of this research was statistical product moment correlation. It was used because the data contained interval and interval scale, formula is as follows:

$$r_{xy} = \frac{\sum x'y' - \frac{\left(\sum fx'\right)\left(\sum fy'\right)}{N}}{\sqrt{\left\{\sum fx'^2 - \left(\frac{\sum fx'}{N}\right)^2\right\}\left\{\sum fy'^2 - \left(\frac{\sum fy'}{N}\right)^2\right\}}}$$

After computing the gathered data by using of SPSS 16 and calculator FX 3600 pv, it is found that the correlation between students' present tenses mastery and their writing ability is 0.293 which is in between 0.20 – 0.399.The contribution of present tensesmastery toward their ability in writing procedural text is 0.086 %.Thus, it is concluded that students' present tenses mastery does not significantly effect the students' writing procedural text.Meaning that, there would be no significant contribution the students' present tenses mastery toward their ability in writing procedural text. In short, H_a is rejected and H_o is accepted.

ABSTRAK

Marina(2001): **"KontribusiPenguasaan Present Tenses Siswa Kelas Satuterhadap Kemampuan Mereka dalam Menulis Teks Procedure Text di SMA Negeri 1 Tambang Kabupaten Kampar".**

Di dalam penelitian ini ada dua variabel. Yang pertama adalah variable X (penguasaan present tenses siswa) dan yang kedua adalah variabel Y (kemampuan siswa dalam menulis teks procedure). Subjek dari penelitian ini adalah siswa kelas satu SMA Negeri 1 Tambang Kabupaten kampar. Kemudian objeknya adalah mempelajari Kontribusi dari penguasaan present tenses siswa terhadap kemampuan mereka dalam menulis teks procedure.

Alat ukur yang di gunakan adalah melakukan test. Di dalam present tenses penulis memberikan 30 pertanyaan, berupa pilihan objektif, menyusun kata menjadi sebuah kalimat, menjawab betul salah dan mencocokkan present tenses. Pembatasan masalah dalam present tenses berupa simple present tense, present continuous tense, present perfect tense dan present perfect continuous tense, untuk menulis berupa teks procedure dengan tiga macam judul. Penulis mengambil 52 siswa dari 206 siswa, hal ini berkisar 25 persen.

Tekhnik data analisis dari penelitian ini adalah statistical product moment correlation. Data ini digunakan karena data yang berjenis interval-interval skala, rumus yang digunakan adalah:

$$r_{xy} = \frac{\sum x'y' - \dfrac{\left(\sum fx'\right)\left(\sum fy'\right)}{N}}{\sqrt{\left\{\sum fx'^2 - \left(\dfrac{\sum fx'}{N}\right)^2\right\}\left\{\sum fy'^2 - \left(\dfrac{\sum fy'}{N}\right)^2\right\}}}$$

Setelah menghitung kumpulan data dengan menggunakan SPSS versi 16 dan calculator fx 3600 pv, maka ditemukan bahwa Hubungan antara peguasaan present tenses siswa selas satu dan kemampuannya dalam menulis teks procedure adalah 0.293 yang mana dalam interval berkisar 0.20 – 0.399. kontribusi peguasaan present tenses siswa tidak berpengaruh significant pada kemampuan siswa dalam menulistext procedure adalah 0.086 %. jadi, disimpulkan bahwa peguasaan present tenses siswa tidak berpengaruh significant pada kemampuan siswa dalam menulis dan hal ini berarti, tidak ada kontribusi yang significant antara penguasaan present tenses siswa dan kemampuan mereka dalam menulis teks procedure dan hipotesis alternatifnya adalah ditolak dan hipotesis nolnya diterima.

الملخص

مارينا (2011) : "مساهمة هدية الطلاب إتقانها الأزمنة في الصف الأول إلى قدرتها فيكتابة النص الداخلي في المدرسة الثانوية العالية الخكومية 1 تمبانج حي كمبار."

في هذه الدراسة أن هناك اثنين من المتغيرات. الأول هو المتغيرX (التمكن من الطلاب يتوتر الوقت الحاضر)، والثاني هو المتغيرY(مهارات الطلاب في كتابة النصوص الداخلي)وكانت الموضوعات ودراسة أكبار الصف الأول في المدرسة الثانوية العالية الحكومية 1 تمبانج حي كمبار. ثم الكائن هو دراسة إسهام الأزمنة الحاضرة والتمكن من الطلاب على قدرتها على كتابة النص الداخلي.

المقياس المستخدم هو اختبار. في مؤلف يتوتر الحالي يعطي 30 سؤالا، وهو خيار من هدف، وترتيب الكلمات في الجملة، إجابات خاطئة الصحيح والحاضر المباراة يتوتر. القيودوالمفروضة على هذه المسألة في شكل الفعل المضارع من الفعل المضارع البسيط،توتر مستمر الحاضر، المضارع والحاضر الكمال الكمال توتر مستمر، لكتابةالإجراء مع ثلاثة ألقاب نص مختلف. المؤلف استغرق 52 طلاب وطالبات 206، حيث تتراوح بين 25 في المئة.

تقنيات تحليل البيانات والبحوث الاحصائية هو المنتج ارتباط لحظة. وتستخدم هذه البيانات في فترات البيانات سكالا نوع، الصيغة المستخدمة هي:

$$r_{xy} = \frac{\sum x'y' - \frac{\left(\sum fx'\right)\left(\sum fy'\right)}{N}}{\sqrt{\left\{\sum fx'^2 - \left(\frac{\sum fx'}{N}\right)^2\right\}\left\{\sum fy'^2 - \left(\frac{\sum fy'}{N}\right)^2\right\}}}$$

بعدحساب مجموعة البيانات باستخدام SPSS الإصدار 16، وآلة حاسبة الكهروضوئية FX 3600، فقد وجد أن العلاقة بين إتقان الطلاب لليتوتر موجودة في الدرجةالأولى وقدرته على كتابة النص الذي الإجراء هو 0293 حوالي 0:20 في الفترةالفاصلة – 0399. المساهمة في إتقان الطلاب ليتوتر تقديم مهاراتهم في كتابة النصوص الإجراء هو 0086٪. لذلك، استنتج أن الطلاب إتقان يتوتر تقديم أي تأثير كبير على الطلاب مهارات في كتابة النصوص الداخلي. وهذايعني، ليس هناك مساهمة كبيرة في إتقان المضارع من الطلاب وقدرتهم علكتابة النص الداخلي ويتم رفض فرضية البديل، ويتم قبول فرضية العدم.

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CHAPTER I

INTRODUCTION

A. Background

Writing is one of four language skills which is important to be mastered by the writer after mastering listening, speaking, and reading. Writing can helpthe writer to communicate. According to Ernig in Atwan and Vertemen in Syarifah Aini, writng is a powerfull learning tool[1]. It can be used to convey an idea, message,and feeling, if the writer masters this skill, they can make sentences and paragraph easily. Writing is not easy to learn, it needs study hard and much practice to develop this skill, if the writer wantsto study about writing, he must know the steps and aspects of writing, including fundamental of writing.fundamental consists of several devices, while, According to Reid, the fundamental of writing are (1) prewriting: thinking before writing, (2) organizing (3) development: supporting ideas, (4) revision: look again, change and strengthen (5) grammar and mechanics[2]. By writing the writer can express his ideas, feelings,plan,recomendations, values and thecommitments to the other person. Based on syllabus, writing can express meaning and rhetoric in simple essay accurately by using the kinds of language written in daily life context of the text[3].

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[1]Syarifah Aini. "The contribution of grammar and Vocabulary Mastery toward Writing Ability at the Third Year Students of English Education department of State Islamic University SUSKA Riau". (Unpublished Undergraduate Thesis.Pekanbaru: UIN SUSKA, 2005*). p.1

[2]Joy Reid M. *The Process of Composition*. Englewood Cliffs. (New Jersey: Prentice Hall Regents, 1988). p.1

[3]*Syllabus of SMAN I TAMBANG 2009/2010.* (unpublished, 2009) .p.6-13

In order to produce a meaningful communication in writing , the writer should use some principles and component scale of writing, according to Jacob L Holly, et al there are five principles and component scale of writing, they are content, organization, vocabulary, language use and mechanics[4].this principle and components scale are important in writing.

There are many kinds of genres in writing. Based on the syllabus of senior high school 1 Tambang Kampar Regency 2009/2010, there are many kinds of genres that writer should know. They are: narrative, recount, description, news item, and procedural[5]. About procedural text, according to Th.M.Sudarwati and Eudia Grace if writer is writing text, especially in writing procedural text,we commonly use the simple present sentences (present tense) either[6]. Because if students master the tenses, it will be easy for them to write a procedural text.

Senior high school 1 Tambang is one of the senior high schools located in Kampar Regency, Riau province. Actually, teaching English at senior high school 1 Tambang is based on KTSP (2009/2010) that has been taught for four hours a week during four semester, and writing is two hours a week. The teacher has given many strategies for the students in teaching and explaining many kinds of tenses and texts in writing in which one of them is procedural text. The teacher also taught how to master the tenses and how to write simple writing, especially in writing procedural text. Ideally, the students that have been taught by the teacher are able to use the kinds of tenses and the students also know the pattern of tenses

[4]Holly l Jacob et al, *Testing ESL Composition: A Practical Approach*. (Massachusetts; newbury house Publisher, 1981).p.30
[5]*Ibid.*, p.678-704
[6]Th.M.Sudarwati and Eudia Grace,*Look a Head an English Course for Senior High School Students Year X.* (Jakarta:Erlangga, 2005).p.22

that can make the correct writing, but in reality the students are still weak in writing procedural text. According to syllabus 2009/2010 at the first grade, the standard competence of writing English refers to capability of the students in expressing the meaning in monologue text[7]. As the writer knows, monolog text is how the writer determines the expression in sentence or talks about that have relationship with text. Meaning that, this monolog text is determining the expression in sentence of procedural text. The problems can be seen from the following phenomena:

1. Some of the students have studied tenses, but their writing is problematic.

2. Some of the students are given the exercises about tenses, but they are difficult to answer and ask their friends.

3. Some of the students get low grade of writing procedural textbecause the tenses used are error.

4. Most of the students know about the kinds of tenses, especially in present tenses, but they cannot use it in writing procedural text.

5. Some of the students cannot differentiate between procedural text and explanation.

Based on the phenomena mentioned above, the writer is interested in carrying out a research entitled, The Contributionofthe First Year Students' Present Tenses Mastery toward Their Ability in Writing Procedural Text at Senior High School 1 Tambang Kampar Regency.

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[7]Syllabus, *op. cit*., p.6-13

B. Definition of the Term

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

1. Contribution;is act of contributing or payment for specialand joining with others in giving ideas[8]. It means that one thing must be contribution. In this research, contribution means a contribution of students' present tenses mastery toward their ability in writing procedural text.

2. Tenses (present tenses);According to Jack c. Richards, John Platt, Heidi Platt are the relationship between the form of the verb and the time of action or state described[9]. Tenses consist of present, past, and future. According to Pardiyono present tenses is the action or activities now that is always doing[10]. Meaning that present tensesis anactivity is always done from the past, present, until future. In this research, present tenses is very important. Without present tenses, it will be difficult to understand the meaning.

3. Mastery;According to Jack c. Richards, John Platt, Heidi Platt is an individualized and diagnostic approach of teaching in which students proceed by studying and testing at their own rate in order to achieve a prescribed level of a success[11]. In this case, the word "Mastery" refers to the students' present tenses mastery.

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[8]Www.the free dictionary.com/Defenition Contribution

[9] Jack c Richard, John Platt, Heidi Platt, *Longman Dictionary of Language Teaching and Applied Linguistics*. (Malaysia: Longman Group UK Limited,1992). P.376

[10]Pardiyono. *Pasti Bisa Teaching Genre Based Speaking.*(Yogyakarta: CV.Andi Offset, 2009).p.5

[11]*Ibid.*, p.221

4. Ability is a general term used refer to any characteristic of a person makes possible for him to carry out some short of activities successfully. The term cover broad traits such as intelligence as well as narrow traits such as manual dexterity. It refers to learned skill such as reading proficiency as well as talents or attitudes presumed to exist prior to learning (Encyclopedia America)[12]. In this research, ability means the students'are qualified in performing present tenses in writing procedural text. According to Randdolph1998 in Yuladina, some concepts related to ability are follows:

1. Intelligence, for those who have high intelligence, they will have high ability in learning process.

2. Interest, for those who study something that they are not interested, it will influence their ability to master the subject.

3. Motivation, the higher motivation the writer has, the easier writer learns something.

4. Health, the bad health will decrease the ability in learning something[13].

Based on the statement above, the writer concludes that ability is the power of understanding a matter mentally and physically it refers to the result of students after getting some experiences through learning.

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[12] 2000.The Encyclopedia America, Grolier Incoperated, USA

[13]Yuladina Rahmi. "An Analysis Study on the Aspect of writing Made by the Students in Writing English Composition at the Third Year of English Education and Teacher's Training Faculty of UIN SUSKA RIAU".(Unpublished Undergraduate Thesis.Pekanbaru:UIN SUSKA, 2007).p.10

5. Procedural text; According to Otong Setiawan Djuharie is one of the texts that give guidance about step, method and way to do something[14]. Meaning that procedural text is to help or to tell and to make something. They can be set of instructions or directions, e.g. step by step method to germinate seeds. According to Pardiyono, procedural text is the information that consists of direction or imperative course of the other people to do activities. The characteristic of procedural text is used in imperative sentence to indicate how a permutation of an activity is viewed[15]. In this research, proceduraltext means the instrument that be used by the writer to find out the data.

C. Problems

1. Identification of the Problems

Based on the phenomena mentioned above, the problems of this research are identified as follows:

1. Why cannot the students who have studied about present tenses use it in writing procedural text?

2. What factors make the students unable to write procedural text even though their present tenses mastery is good?

3. Does the students' writing ability, especially in writing procedural text depend on the students' present tenses mastery?

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[14] Otong Setiawan Djuharie.*Genre*. (Bandung: Yrama Widya, 2007) . p.38
[15]*Ibid*., p.124

2. Limitation of the Problem

Based on the identification of the problems above, it is clear that there are many problems involved in this research. Considering the writer's constraint in term of knowledge, time, and finance, it is necessary for the writer to limit and focus this research on the first year students' present tenses mastery (simple present tense, present continuous tense, present perfect tense, and present perfect continuous tense) toward their ability in writing procedural text at senior high school 1 Tambang Kampar Regency.

3. Formulation of the Problem

Based on the limitation of the problems above, Thus, the problems of the research will be formulated into the following research questions:

1. How is the students' mastery on present tenses at Senior High School 1 Tambang Kampar Regency?

2. How is the students' ability in writing procedural textat Senior High School 1 Tambang Kampar Regency?

3. Is there any significant correlation between the first year students' present tenses mastery and their ability in writing procedural text at Senior High School 1 Tambang Kampar Regency?

4. How much is the contribution of the first year students' present tenses mastery toward their ability in writing procedural text at Senior High School 1 Tambang Kampar Regency?

D. Reason for Choosing the Title

1. The problems of the research are necessery to be investigated, because many students in Senior High School 1 Tambang Kampar Regency still have problem in writing procedural text.

2. The topic is relevant to writer as one of the students of English Education Department

3. As far as the writer is concerned, this research title has never been investigated by other researchers.

4. Choosing present tenses because the event of the text in procedural is always done in daily life or in the past, present and until future. Therefore, the writer chooses present tenses in this research

E. Objective and Significance of theResearch

1. Objective of the Research

a. To find out the students' present tenses mastery.

b. To find out the students' ability in writing procedural text.

c. To find out whether there is or no significant correlation of the first year students' present tenses mastery and their ability in writing procedural text at Senior High School 1 Tambang Kampar Regency.

d. To find how much the contribution of the first tear students' present tenses mastery toward their ability in writing procedural text at Senior High School 1 Tambang Kampar Regency is

2. **Significance of the Research**

    a. Students will know their ability in using present tenses (simple present tense, present continuous tense, present perfect tense, present perfect continuous tense) in writing procedural text.

    b. To give some information to the students as well as the English teacher about their weaknesses in understanding present tenses in writing procedural text, so that they will find solutions in order to master it.

    c. To provide some inputs to the teachers, so that they try to improve their students' present tense mastery and writing ability.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical framework

1. Writing Ability

According to Burkey in Hughey, et al states that writing is an actualization or dramatization of the thought process through transcription[1]. According to Syafi'i writing is a "process", not a "product". Meaning that a piece of writing, whether it is a composition of English class or a short story that is never complete; that is, it is possible to review and revise, and review and revise again[2]. Writing is one of the language skills, Widjaja, People say that writing is not as easy as what we think of[3].It means that writing is difficult. So the writer knows particular writing, if the writer knows particular writing, the writer can express ideas, feelings, plans, recommendations, values, and commitments to the other person, therefore the writer has to be able to make the reader understand what writer wants to inform. To create the understanding of the readers is not easy. Abilitybased on Oxford is skill or power. In the connection to students' writing ability, it means that the students succed in reaching particular goal, status or standard in writing, especially by making an effort for a long time, So ability can be defined as the capacity that is

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[1]Hughey, B. Jane, et al. *Teaching ESL Composition: Principle and Techniques.* (Massachusetts: Newbury House Publishers, 1983). p.10
[2]M Syafi'i. *A Writing of English for Academic Purposes.*(Pekanbaru: LBSI, 2007).P.6
[3]Widjaja Grace.*Complete English Grammar and Exercises.* (Salatiga: PT Bhuana Ilmu Populer Kelompok Gramedia, 2002).p.1

gained by someone after learning the material of a subject matter within a certain period time. According toRanddolph1998 in Yuladina, some concepts related to ability are as follows:Intelligence, Interest, Motivation, and Health.

According to Jacobs, et al there are five components of writing that must be in writers' consideration in writing a composition. They are as follows:

1. Content. The writers must have an ability to think creatively to develop their ideas. The content of writing should be knowledgeable, substantive, through development of thesis, relevant to assigned topic.

2. Organization. The writers have fluent expression in following the ideas.Clearly stated or supported well relationship between paragraphs, logical and sequencing.

3. Vocabulary. The writers have a lot of words and idioms to convey intended information, attitudes and feelings. They also can use the appropriate word including prefix, suffix, and idiom.

4. Language use. The writers can apply the basic agreement between sentences, tenses, word orders, articles, pronouns and prepositions.

5. Mechanics. The writers are able to write in good spelling, punctuation, capitalization, and paragraphing[4].

Additional writing ability is also influenced by grammar mastery. According Burton in Syarifah Aini, grammar is one the language

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[4]*Ibid*., p.90

components that should be mastered, because grammar means the prescriptive set of rules, which dictates how we should be in language[5], it means that it has imfortant rules how to arrange the the word into sentence meaningfully. According to Hughey, et al, writing also means reinforcing other language skills. Reading, vocabulary, and grammar are employed in act of writing[6]. By reading, the writer will get new information to be applied in written discourse. Having a lot of vocabulary, the writer can choose the suitable words to use in writing. By grammar, the writer can make decisions about the sentence patterns in writing. In this term, of course, the present tenses take a prominent role.In this research,writing ability means the students qualify in performing present tenses in writing procedural text. In writing procedural text, present tenses is often used. According to Th.M. Sudarwati, Eudia Grace, in writing, procedural text commonly uses simple present setences[7], additional Utary Dina, procedural text uses present tenses[8].so that in writing procedural text, present tenses is often used.

2. **ProceduralText**

   TextAccording to Sanggam Siahaan, Kisno Shinoda is a meaningful linguistic unit in a context[9]. Furthermore Jack c. Richards*et*

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[5]Syarifah Aini *op. cit*., p.17
[6]Hughey, et al*, op. cit*., p.6
[7]Th.M. Sudarwati, Eudia Grace*, op. cit*., p.22
[8]http:/www.Scribd/doc/42265480/Contoh Text Procedure
[9]Sanggam Siahaan, Kisno Shinoda. *Generic Text Structure*. (Yogyakarta: Graha Ilmu, 2008). p.1

all, text is a piece of spoken or written language, text may be considered from the point of view of its structure and its function[10].Proceduraltext according to Otong Setiawan Djuharie has purpose to give direction about steps/method/ways to do something[11], meaning that procedural is to help or to tell and to do something. They can be set of instructions or directions, e.g. Step by step method to germinate seeds the goals of procedural are making thing or doing activities. Proceduraltext is also called with directory. Generally, proceduraltext contains tips or action; method makes a thing to do activities. Furthermore Pardiyono, proceduraltext is the information that consists of direction or imperative course that the other peopledo activities. The characteristic of procedural text is using imperative sentence to indicate how permutations of an activity are sewn up[12].

According to Kalayo and Fauzan the framework of procedural text consists of:

1. Goal(the purpose of activity)

2. Materials,(material that is needed to make things or doing activities)

3. Step

4. Evaluation[13].

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[10]Jack c. Richards*et all*, *op.cit*., p.378

[11]Otong Setiawan Djuharie, *op. cit*., p.38

[12]Pardiyono, *op. cit*., p.124

[13]Kalayo and Fauzan. *Teaching English as Foreign Language(TEFL)*. (Pekanbaru: Alaf Riau GrahaUNRI Press, 2007).p.131

The procedural text uses some elements of language

1. Imperative is the use of verb that is expressing a command (e.g. go, sit, do not put, do not mix etc)

2. Action verb (the verbs have correlation with physical or intellectual activities). (e.g. mix, turn, do not, put etc)

3. Connective sequence(e.g. then, while, next etc)

4. Numbering(e.g. first, second, third etc)

5. Tenses(Present tenses especially simple present)

As writer knows, simple present is a part of present tenses. Present tenses dividing four kinds, they are consists of:

a. Simple present tensein general, the simple present express events or situation that exist always, usually, habitually the exist now, have existed in the past and probably will exist in the future used to talk about activities or situations began and ended in the past

b.Present continuous tense is used to explain: expresses an activity or situation that is in progress at the moment speaking

c. Present perfect tense, all give the idea that one thing happens before another time or event

d. Present perfect continuous tense gives the idea that one event in progress immediately before up to, until other time or event, tenses are used to express the duration of the first event

The information about some example in procedural text.

1. The recipe fried rice making is delicious

2. The way in making avocado juice is cushy

3. Wash sting medicinal the alternative way

4. Natural recipe to stomach-ache

5. Tips how to master speaking to express way

6. Enrolment way of new students

e.g. ProceduralText

"Hello, in this occasion, I would like to share my experience in making my favorite food, it is a cheese omelet.

Ingredients : 1 egg, 50 g cheese, cup milk, 3 tablespoons cooking oil, a pinch of salt and pepper.

Utensil : frying pan, fork, spatula, cheese grater, bowl, plate

Method :

1. Crack and egg into a bowl

2. Whisk the egg with a fork until it is smooth

3. Add milk in whisk well

4. Grate the cheese into the bowl and stir

5. Heat the oil in a frying pan

6. Pour the mixture in a frying pan

7. Turn the omelet with a spatula when in the browns

8. Cook both sides

9. Place on the plate; season with salt and pepper

10. Eat while warm

Goal **:** Playing the Hole Game

Materials Needed **:**

1. One marble per person

2. A hole in ground

3. A line (distance) to start from

Step

1. *First*, *you must* dub (click marbles together),

2. *Then check* that the marbles are in good condition and are nearly worth the same value.

3. *Next youmustdig* a hole in the ground and draw a line a fair distance away from the hole.

4. The first player carefully throws his or her marble toward the hole.

5. *Then* the second player *tries to throw* his or her marble closer to the hole than his or her opponent.

6. The player, whose marble is closest to the hole, tries to flick his or her marble into the hole. If successful, this player *tries to flick* his or her opponent's marble into the hole. The person flicking the last marble into the hole *wins and getsto keep* both marbles.

Note:

a. Temporal connective : first

b. Numbering of point : 1 until 6

c. Imperative : check

d. Action verb : dig, to throw, to flick,to keep

e. Generalized human agent   : you

f. Temporal conjunction   : then, next

g. The use simple present(present tenses) : throws,tries,wins, keep

h. The use must show something has to be done:must

3. (Tenses) Present Tenses Mastery

Mastery according to Jack c. Richards, John Platt, Heidi Platt is an individualized and diagnostic approach to the teaching in which students proceed with studying and testing at their own rate in order to achieve a prescribed level of a success[14].And we concludes that mastery is the ability to understand the present tenses knowledge that they accept from their English teacher. Students can understand and do not get confused in learning English grammar, especially in present tenses.In this case, the word "Mastery" refers to the students' masteryin the use of present tenses. Tenses, according to Jack c. Richards,John Platt, Heidi Platt are the relationship between the form of the verb and the time of action or state described. Tenses consist of present, past, and future. According in Pardiyono, present tense is the action or an activity now that is always doing[15]. Meaning that present tense, the activities are always done from the past, now until future. Present tense according in Widjajais categorizedinto four kinds they are simple present tense, present continuous tense, present

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[14]Jack c. Richards, John Platt, Heidi Platt *, op.cit.*, p.221
[15]Pardiyono*, op. cit.,*p.5

perfect tense, and present perfect continuous tenses[16]. In present tense, there are verbal and nominal. Verbal is predicate verb sentence and nominal is noun predicate verb sentence like adjective, noun and adverb. The tensesthat verbal consists of active form and passive form. According to Robert krohn and the Staff of the English language Institute in active form, the tense is shown by the main verb, the passive form, the tense is shown by the form be[17].

B. Simple Present Tense

Simple present in general, the simple present expresser events or situation that exist always, usually, habitually the exist now, have existed in the past and probably will exist in the future used to talk about activities or situations that began and ended in the past Azar[18]. Meaning that, the speaker reviews the situations that happens the way habitual action and repeated action of general truth, or the actions or situation have in the past, now, and future. Present tense have adverb of time. The time is either understood or specifically as mentioned in the sentence.

1. Zahra walks to school every day

2. I go running three times a week

3. The car is tuned up every month.

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[16]Widjaja, *op. cit,*.p.129

[17]Robert Krohn and the Staff of the English Language Institute. *English Sentence Structure*.(the University of Michigan Press: Binarupa Aksara, 1990).p.206

[18]Betty Schramper Azar. *Understanding and Using English Grammar.(*New Jersey:Prentice Hall Regents, 1989). p.2

The form of the verb in simple present tense is verb one, if the subject I, we, they, you the verb do not add s/es. Just sentence that third singular person subjects he, she, it, Jhon, mary,the book, etc will adding s/es and the verb have function as predicate. The base forms of the verb. (Base: work + s = works).

The chart of simple present tense

Simple present tense
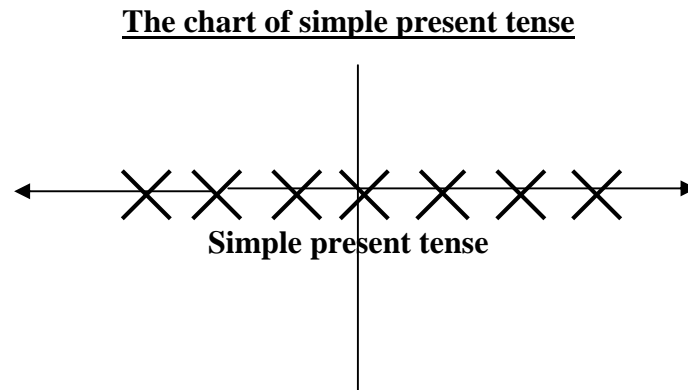
A.VERBAL

The pattern of simple present tense

a. The positive form of simple present tense

The pattern for positive form of simple present tense is as follows:

Pattern for predicate verb sentence;

S + V1(s/es) + O/C+ Adverb of time

1. { I , You, We, They}go to campus every day

2. { I , You, We, They}wait for the bus every morning

3. { She, He, It}goes to campus every day

4. { She, He, It} brings the motorcycle to campus every day

The verb of simple present tense, there are some verbs which are added by s/es for the third singular subject (she, he, it).

According Robert Krohn and the Staff of the English Language Institute S+V1+O/C+ADVERD OF TIME the pattern to the form is used with the first and second person singular subject (I, you, we and they)

S+V1(s/es) +O/C+ADVERD OF TIME the pattern to the –s form is used with third person singular subjects (he, she, it, Jhon, mary,the book, etc)otherwise the simple form[19].

b. The negative form of simple present tense is as follows:

Pattern for predicate verb sentence;

S+ do/does + Not + V 1+ O/C+ Adverb of time

Do uses for the other persons (they, we, I, you), and does uses for the third person singular subject (she, he, it).

e.g.

    1. { I , You, We, They, } do not go to campus every day

    2. { I , You, We, They, } do not wait for the bus every morning

    3. {, She, He, It} does not goes to campus every day

    3. { She, He, It} does not brings the motorcycle to campus every day

c. The interrogative form of simple present tense

The interrogative form of simple past tense is as follows:

Pattern for predicate verb sentence

Do/does + S+ V 1+ O/C+ Adverb of time

e.g.

    1. Do {I, You, We, They}go to campus every day?

---

[19]*Ibid.*,p.11

2. Do {I, You, We, They}wait for the bus every morning?

3. Does {, She, He, It}goes to campus every day?

4. Does {She, He, It}brings the motorcycle to campus every day?

B. NOMINAL

a. The positive form of simple present tense

The positive form of simple present tense is as follows:

Pattern for non predicate verb sentence;

> **S+ am/is/are+ adjective /noun/ adverb + Adverb of time**

e.g.

1. { I}am reading a book every day

2. {She, He, It} is playingthe ball every week

3. { You, We, They } are having dinner every night

b. The negative form of simple present tense

The negative form of simple present tense is as follows:

Pattern for non predicate verb sentence;

> **S+ am/is/are+ not +adjective /noun/ adverb + Adverb of time**

e.g.

1. { I}am notreading a book every day

2. {She, He, It} is notplayingthe ball every week

3. You, We, They } are not having dinner every night

c.The interrogative form of simple present tense

The interrogative form of simple past tense is as follows:

Pattern for non predicate verb sentence;

> **Am/is/are+ S+ adjective /noun/ adverb + Adverb of time**

e.g.

1. Am {I} reading a book every day?

2. Is {, She, He, It}playingthe ball every week?

3. Are {You, We, They} having dinner every week?

Common time expressions with simple present: always, every, often, usually, sometime, generally, every morning, etc.

B. Present Continuous Tense

According to Azar Present continuous tense is used to explain or expresses an activity or situation that is in progress at the moment speaking[20]. Meaning thatan activity or situation that happens around the time speaking, in present continuous tense there is verbal and nominal.

The chart of present continuous tense

Present continuous tense
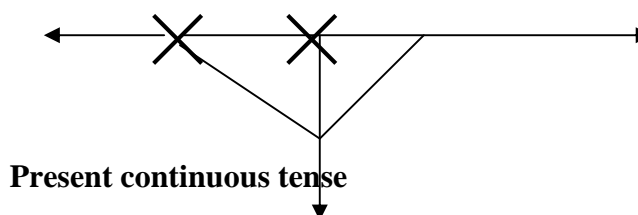
A. VERBAL

The pattern of present continuous tense

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[20]Azar, *op. cit.,* p.11

a. The positive form of present Continuous tense (verbal)

The pattern for positive form of present Continuous tense is as follows:

Pattern for predicate verb sentence

e.g.

S + am/is/are +V 1+ ing + O + Adverb of time

1. I am studying English now

2. She is learning English this moment

3. You are walking to school today.

b. The negative form of present Continuous tense

The pattern for negative form of present Continuous tense is as follows:

Pattern for predicate verb sentence

S + am/is/are +not+ V 1+ ing + O + Adverb of time

e. g.

1. I am not studying English now

2. She is not learning English this moment

3. you are not walking to school today

c. The interrogative form of present Continuous tense

The pattern for interrogative form of present Continuous tense is as follows:

Pattern for predicate verb sentence

Am/is/are+ S + V 1+ ing + O + Adverb of time

e.g.

1. Am I studying English now?

2. Is she learning English this moment?

3. Are youwalking to school today?

B. NOMINAL

a. The positive form of presentContinuous tense

The pattern for positive form of present Continuous tense is as follows:

Pattern for non predicate verb sentence

S + am/is/are +being+ adjective +noun +adverb

e.g.

    1. She is being sick to day

    2. You are being hungry this moment

    3. I am being beautiful girl now

b. The negative form of present Continuous tense

The pattern for negative form of present Continuous tense is as follows:

Pattern for non predicate verb sentence

S + am/is/are +not +being +adjective +noun +adverb

e.g.

    1. She is not being sick to day

    2. You are not being hungry this moment

    3. I am not being beautiful girl now

c.The interrogative form of present Continuous tense

The pattern for interrogative form of present Continuous tense is as follows:

Pattern non predicate verb sentence

Am/is/are+ S +being+adjective +noun + adverb?

e.g.

    1. Is she being sick today?

    2. Are you being hungry this moment?

    3. Am I being beautiful girl now?

Common time expressions with present continuous tense: now, at present, this moment, today, etc

C. Present Perfect Tense

According to Azar Present perfect tense, all give the idea that one thing happens before another time or event[21].

The chart of present perfect tense

Present perfect tense
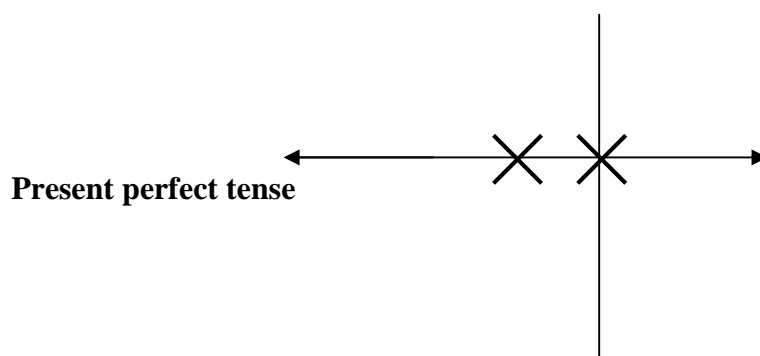
A. VERBAL

The pattern of the present perfect tense

a. The positive form of present perfect tense

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[21]Azar, *op. cit.*, p.4

The pattern for positive form of present perfect tense is as follows:

Pattern for predicate verb sentence

> **S+ have/has+ V3+Object**

e.g.

1. The rain has stopped when I left.

2. Laura said that she has written a poem.

3. We have come on time

b. The negative form ofpresent perfect tense

The pattern for negative form of present perfect tense is as follows:

Pattern for predicate verb sentence

> **S+ have/has + not+ VIII+Object**

e.g.

1. The rain has not stopped when I left

2. Laura said that she has not written a poem.

3. We have not come on time

c. The interrogative form ofpresent perfect tense

The pattern for interrogative form of present perfect tense is as follows:

Pattern for predicate verb sentence

> **Have/has +S +VIII+Object**

e.g.

1. Has the rain stopped when I left?

2. Laura said that has she written a poem?

3. Have we come on time?

B. NOMINAL

a. The positive form of presentperfect tense

The pattern for positive form of present perfect tense is as follows:

Pattern for non predicate verb sentence

> **S + have/has +been+ adjective +noun +adverb**

e.g.

1. She has been sick since yesterday

2. You have been away from home so far

3. He has been to several meeting in the last few week

b. The negative form of present perfect tense

The pattern for negative form of present perfect tense is as follows:

Pattern for non predicate verb sentence

> **S + have/has +not +been +adjective +noun +adverb**

e.g.

1. She has not been sick since yesterday

2. You have not been away from home so far

3. He has been not to several meeting in the last few week

c. The interrogative form of present Continuous tense

The pattern for interrogative form of present Continuous tense is as follows:

Pattern for non predicate verb sentence

> **Have/has+ S +been+adjective + noun + adverb ?**

e.g.

1. Has she been sick since yesterday

2. Have you been away from home so far

3. Has he been not to several meeting in the last few week

Common time expressions with present perfect tense: since, almost, never, yet, already, lately, just, ever, last and for etc.

D. Present Perfect Continuous Tense

According to Azar Present perfect continuous the tenses give the idea that one event in progress immediately before up to, until other time or event, tenses are used to express the duration of the first event[22].

The chart of present perfect continuous tense

Present perfect continuous tense

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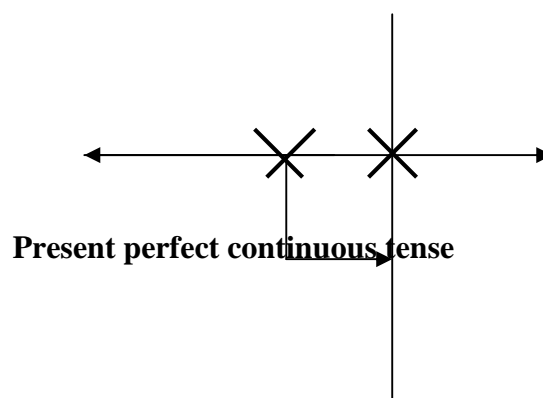
[22] Azar, *op. cit.,* p.5

A. VERBAL

<u>The pattern of the present perfect continuous tense</u>

a. The positive form of present perfect continuous tense

The pattern for positive form of past perfect continuous tense is as follows:

Patten for predicate verb sentence

S+ have/has+ been + V ing + O + Adverb of time

e.g.

1. I have been sitting the whole night

2. We have been visiting Qory in the hospital this week

3. She has been studying art for a two weeks ago

b. The negative form of present perfect continuous tense

The pattern for negative form of present perfect continuous tense is as follows:

Pattern for predicate verb sentence

S+ have/has+ not +been + V ing + O + Adverb of time

e.g.

1. I have not been sitting the whole night

2. We have not been visiting Qory in the hospital this week

3. She has not been studying art for a two weeks ago

c. The interrogative form of present perfect continuous tense

The pattern for interrogative form of present perfect continuous tense is as follows:

Pattern for predicate verb sentence

> **Have/has + S+ been + Ving + O + Adverb of time?**

e.g.

1. Have I been sitting the whole night?

2. Have we been visiting Qory in the hospital this week?

3. Has she been studying art for two weeks ago?

B. NOMINAL

<u>The pattern of the present perfect continuous tense</u>

a. The positive form of present perfect continuous tense

The pattern for positive form of present perfect continuous tense is as follows:

Patten for non predicate verb sentence

> **S+ have/has+ been +being + adjective+ noun +adverb+ Adverb of time**

e.g.

1. She has been being ill since this week

2. We have been being smart recently

b.The negative form of present perfect continuous tense

The pattern for negative form of past perfect continuous tense is as follows:

Patten for non predicate verb sentence

> **S+ have/has+ not+been +being + adjective+ noun +adverb+ Adverb of time**

e.g.

1. She has not been being ill since this week

2. We have not been being smart recently

c. The interrogative form of present perfect continuous tense

The pattern for interrogative form of present perfect continuous tense is as follows:

Patten for non predicate verb sentence

Have/has+ S+been +being + adjective+ noun +adverb+ Adverb of time?

e.g.

1. Has she been being ill since this week

2. Have we been being smart recently

Common time expressions with present perfect continuous tense: for, since, lately, recently, long, this week, all the morning, the whole night, over, etc.

B. Relevant Research

To avoid plagiarism from another research, there are some researches that have been researched as follows:

Herlina Haflar (2008), the correlation between students' grammar achievement and their ability in writing at the third year students of (Madrasah Tsanawiyah Negeri) MTsN Pekanbaru. She found that the there was no significant the correlation between students' grammar achievement and their ability in writing at the third year students of (Madrasah Tsanawiyah Negeri) MTsN

Pekanbaru. She took 53 students as the sample of research. Based on the data collected, the writer concluded that the students' grammar achievement was categorized as low, because the value was smaller than the value at both significance level of 5%(.273) and 1%(.354) and alternative hypothesis was rejected and hypothesis null was accepted. It means that there is no significant correlation between students' grammar achievement and their ability in writing at the third year students of MTsN Pekanbaru.

Mercy (2007) the correlation between the second year students' simple tenses mastery and their ability in writing simple paragraph at senior high school 1 Kampar. She findsthere was or no significant correlation between the second year students' simple tenses mastery and their ability in writing simple paragraph. She took 53 students as the sample of research. Based on the datacollected, the writer concluded that the students' tenses mastery was categorized as good, because the highest score on alternative option B was (22.64%) meanwhile, the second formulation had been answered that there was significant correlation between the second year students' simple tenses mastery and their ability in writing simple paragraph.

C. Operational Concept

The operational concept is used to avoid misunderstanding and misinterpreting in scientific study. Because the operational concept is still in abstract form, so it should be interpreted into particular words in order to make it easy to measure. There are two variables in this research:

They are: Variable X is students' present tenses mastery

Variable y is the students' ability in writing procedural text

Variable X is independent variable

1. The students are able to identify the kind of present tenses (simple present tense, present continuous tense, present perfect tense, and present perfect continuous tense).

2. The students can explain the pattern of present tenses.(simple present tense, present continuous tense, present perfect tense, and present perfect continuous tense)

3. The students understand the time expressions of present tenses.

4. The students can use the form of present tenses (Positive, negative, and interrogative sentences).

5. The students can use the form of present tense in writing procedural text.

Variable Y is dependent variable

1. The students can use present tenses in writing procedural text.

2. The students can write procedural text

3. The students are able to write procedural text correctly by using present tenses and specify aspects of writing (Content, Organization, Vocabulary, Language Use, and Mechanics).

D. Assumption and Hypothesis

    1. the assumptions

        a. The students' present tenses mastery and the writing procedural text among them are various

        b. The ability in writing procedural text at senior high school 1 Tambang Kampar Regency might be influenced by some factors.

    2. The hypothesis

    Ho: There is no significant contribution of the first year students' present tenses mastery toward their ability in writing procedural text at senior high school 1Tambang Kampar Regency.

    Ha: There is a significant contribution of the first year students' present tenses mastery toward their ability in writing procedural text at senior high school 1 Tambang Kampar Regency

CHAPTER III

RESEARCH OF METHODOLOGY

A. Method of Research

This research is a correlational research. According to Jhon well correlational research is a statiscal test to describe and measure the degree of association (or relationship) between two variables or more variables and sets of scores [1]. Method used in this research was quantitative research. because This research is correlation research, so the research had purpuse to find the correlation between variable X and varialbe Y, and the contribution of two variabels. It was analyzed by using product moment correlation coefficient because the data of the students' present tenses mastery and their ability in writing procedural text were interval data.

B. Time and Location of the Research

This research was conducted at the first year students of Senior High School I Tambang Kampar Regency. The research started from 11July 2011.

C. Subject and Object of the Research

The subject of the research was the first year students of senior high school 1Tambang Kampar Regency. Objectof the research was the students' present tenses mastery and their ability in writing procedural text.

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[1]John E well. *Educational Research* . (New Jersy: Merril Prentice all, 2008). p.356

D. Population and Sample

The population of the study was the first year students of senior high school I Tambang Kampar Regency. The total number was 206Consisting five classes. Because the number of population was relatively large, then, the writer only took 25% of them, they were 52 students. According Arikunto if the subject is more than 100, the writer can 10-15% or 20-25%; or more than it[2], the writer needed to take the samples by using proportional random sampling for research class proportional random sampling is the best way to represent the sample.

TABLE III. 1
POPULATION AND SAMPLE OF THE FIRST YEAR STUDENTS
AT SENIOR HIGH SCHOOL 1 TAMBANG
KAMPAR REGENCY

No	Class	Population	Sample
1	X 1	42	11
2	X 2	41	11
3	X 3	41	10
4	X4	41	10
5	X5	41	10
	Total	206	52

Data Source: from SMA N I TAMBANG KAMPAR REGENCY

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[2]Suharsimi Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktek.* (Jakarta: Rhineka Cipta, 2006).p.134

E. Research Design

There are two variables used in this research. Firstly, The Students'
Present Tenses Mastery is the independent variable (X), and the dependent
variable (Y) is the Students' Ability in writing procedural text. The following
diagram pictures are the design of this research:

Students' Present Tenses Mastery	→	Students' Ability in Writing Procedural Text
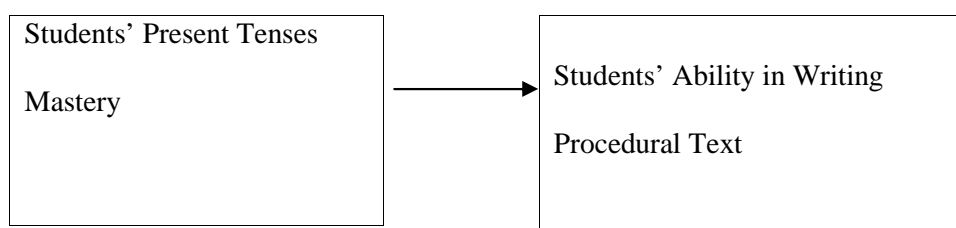
F. Techniques of Data Collection

In getting the data needed in this research, the writer applied technique as
follows:

  a. Test

  To collect the data from the sample, the writer used test.

  1. Multiple- choice items from which they had to choose one correct answer
among provided option, true false test, matching test, and rearranging the
jumbled words test. These tests were used to measure the students' present
tenses mastery.

Test Validity and Reliability

A. Test Validity

According to Henning validity of the test means, to measure that it is supposed to measure[3]. The instrument of the test should be appropriate with that to be measured. There are three kinds of validity; content validity, constructs validity, and predicts validity. In this study, the writer used content validity because she wanted to measure the students' mastery in using present tenses. She used test instrument in which the question was based on the categories studied in present tenses.

B. Test Reliability

According to Henning test reliability is the accuracy the measurement[4]. It is reflected the obtaining of the similar result when the test is repeated in different occasion. There are some methods to measure test reliability; test-retest method, parallel forms method, inter-rater reliability, split half reliability, Kuder Richardson formula 20 and Kuder Richardson formula 21. According to Heaton; 1988 in Nursiah; 2006 in Mercy (2007: Appendix 15) the formula used to measure the test reliability is:

$$r_{ii} = \frac{N}{N-1}\left[1 - \frac{m(N-m)}{Nx^2}\right] Where: \quad r_{ii} = \text{The Reliability}$$

N = the number item of the test
M = the mean score of the test
X = the standard deviation of the test[5].

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[3]Henning, Grant. *A Guide to Language Testing: Development, Evaluation, Research.* (Cambridge Massachusetts: Newburry House Publisher, 1987)..p.89

[4]*Ibid.,* p.73

[5]Mercy."The Correlation Between The Second year Students' Simple Tenses Mastery and Their Ability in Writing Simple Paragraph at Senior High School 1 Kampar".(Unpublished Undergraduate Thesis. Pekanbaru: UIN SUSKA, 2007)

The category of the test reliability is as follows:

0.0- 0.20 : reliability is low

0.21- 0.40: reliability is sufficient

0.41- 0.70: reliability is high

0.71- 1.0: reliability is very high.

Item Difficulty

Before the item would be used to get the data, all of them were tried out. The try out was meant to know the validity value. The validity value itself was used to find out the level of difficulty the standard validity value that is 0.30 and 0.70. Robert and Elizabeth in Measurement and Evaluation book in Psychology and Education state the item that could not fulfill the standard value is replaced[6]. The validity value under 0.30 is considered difficult and above 0.70 is considered easy.

The level of difficulty was used to show how easy and difficult an item was. It was calculated by using the formula:

$$P = \frac{Cr}{N}$$

Where:

P   = Difficulty, Proportion Correct

Cr   = the sum of Correct Answer

N   = the Number of Examinees. According to Tuckman in Henning [7].

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[6]Anas Sudijono. *Pengantar Evaluasi Pendidikan*. (Jakarta:Rajawali Pers, 2009). p. 372
[7]Anas Sudijono, *op. cit.,* p.49

For example, if the item number 1 was correct by 16 respondents out of 30 respondents. The difficult could be calculated as follow:

$$P = \frac{Cr}{N}$$

$$= \frac{16}{30}$$

$$= 0.53$$

If the validity value was changed into percentage, it could be calculated 0.53 X 100 % = 53. The validity value was considered standard and could be used to get the data. In other words, the item did not need the changing. After doing try out, the writer found that there were some items that needed a modification or rewritten, because the level of difficulty could not reach the standard item difficulty. All the items were rewritten or improved because they did not fulfill the standard. They were items number 1, 14, 16, 20, 27, 29 and 30.

2. The writer distributed the writing test to the sample based on the topic given and the students followed it. The text contained of three topics. They were pleased to choose one of them which were interested to them, and then they produced their procedural text.

G. Technique of Data Analysis

For writing ability, the writer used test; the writing test consist of essay writing that has relationsip procedural text which at least 150 word with three topics, they are the way registration for new students, tips on how to charm a girl and boy, tips on how to make fried rice. Before giving test to the students, the writer given explanation about procedural text first, after that the writer given the test. The raters for students writing are Jonri Kasdi, S.Pd.I, and Muhammad Absor, S.Pd.I.

TABLE III.2
STUDENTS' SCORES IN WRITING PROCEDURAL TEXT

RATER I(Jonri Kasdi, S. Pd. I)

Students	score					Final
	Content	Organization	Vocabulary	Language Use	Mechanics	Score
Student 1	18	19	10	10	4	61
Student 2	23	18	15	15	4	75
Student 3	20	10	15	18	4	67
Student 4	16	9	9	9	2	45
Student 5	20	12	10	10	4	56
Student 6	25	18	15	18	4	80
Student 7	20	12	10	10	4	56
Student 8	18	9	9	9	3	48
Student 9	22	15	12	12	4	65
Student 10	20	15	13	10	4	62
Student 11	18	12	10	10	3	53
Student 12	16	10	9	9	3	47
Student 13	23	18	15	15	4	75
Student 14	18	10	9	10	3	50
Student 15	18	12	10	10	4	54
Student 16	25	18	18	18	4	83
Student 17	20	10	10	10	4	54

Student 18	18	10	10	10	3	51
Student 19	25	18	13	18	4	78
Student 20	22	15	15	13	4	69
Student 21	18	12	10	10	4	54
Student 22	17	10	10	10	4	51
Student 23	16	10	9	9	3	47
Student 24	23	18	12	12	4	69
Student 25	25	18	18	18	4	83
Student 26	25	18	18	18	4	83
Student 27	10	10	10	10	4	45
Student 28	18	9	9	9	3	48
Student 29	18	12	10	10	4	54
Student 30	25	18	15	15	4	77
Student 31	18	13	10	10	4	55
Student 32	16	19	10	12	3	60
Student 33	18	12	10	10	4	54
Student 34	16	10	9	9	3	47
Student 35	25	18	18	18	4	83
Student 36	16	9	9	9	2	45
Student 37	18	9	9	9	3	48
Student 38	23	18	15	15	4	75
Student 39	20	15	13	12	3	64
Student 40	18	9	9	9	3	48
Student 41	18	9	12	10	4	53
Student 42	20	12	10	10	4	56
Student 43	10	12	10	10	4	44
Student 44	20	10	15	18	4	67
Student 45	16	8	8	9	2	43
Student 46	23	18	15	15	4	75
Student 47	25	18	18	18	4	83
Student 48	20	10	15	18	4	67
Student 49	20	18	13	13	4	68
Student 50	25	18	18	18	4	83
Student 51	25	18	15	15	4	77
Student 52	18	12	10	10	4	54

RATER 2(Muhammad Absor, S. Pd.I)

Students	score					Final Score
	Content	Organization	Vocabulary	Language Use	Mechanics	
Student 1	20	15	15	16	3	69
Student 2	20	15	15	14	4	69
Student 3	20	15	15	15	3	68
Student 4	16	9	9	9	2	45
Student 5	20	15	15	15	3	68
Student 6	25	20	20	20	4	89
Student 7	20	15	15	15	3	68
Student 8	18	15	15	10	3	60
Student 9	25	20	15	15	4	79
Student 10	25	20	15	15	4	79
Student 11	20	15	15	15	3	68
Student 12	25	15	15	15	4	74
Student 13	20	20	15	15	3	73
Student 14	20	15	15	15	3	68
Student 15	12	10	10	10	2	44
Student 16	25	20	15	15	4	79
Student 17	25	20	20	20	4	89
Student 18	20	15	15	20	3	78
Student 19	20	14	13	15	3	65
Student 20	20	15	15	15	3	68
Student 21	24	16	16	15	4	45
Student 22	17	15	10	11	2	53
Student 23	20	15	15	14	3	67
Student 24	20	15	15	15	4	69
Student 25	25	19	16	15	3	78
Student 26	25	20	20	15	4	84
Student 27	10	10	10	10	4	44
Student 28	12	12	10	10	2	46
Student 29	20	15	15	15	4	69
Student 30	20	15	15	15	3	68
Student 31	20	15	14	15	3	67
Student 32	20	15	15	15	3	68

Student 33	18	12	10	10	4	54
Student 34	20	15	15	15	3	68
Student 35	25	20	20	20	4	89
Student 36	10	15	15	14	3	57
Student 37	25	20	15	15	3	78
Student 38	25	20	15	15	4	79
Student 39	20	15	15	15	3	68
Student 40	10	10	10	10	4	44
Student 41	25	10	10	10	3	58
Student 42	25	20	15	15	3	78
Student 43	12	10	10	10	2	46
Student 44	20	20	15	15	3	73
Student 45	10	10	10	12	3	45
Student 46	25	20	15	15	4	79
Student 47	25	20	20	20	4	89
Student 48	20	14	15	15	3	67
Student 49	25	20	20	15	4	84
Student 50	25	20	20	20	4	89
Student 51	25	20	16	15	4	80
Student 52	18	12	10	10	4	54

The writer used the Teaching ESL Composition: Principles and Techniques found in Hughey, *et al*the profiles consist of five components; they are content, organization, vocabulary, language use, and mechanics. The following measurement scales are used[8]:

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[8]Hughey, *et al*, *op. ci.,*p.140

1. Content

level	Criteria
30-27	**Excellent to Very Good:** Knowledgeable, Substantive, and relevant to assigned topic.
26-22	**Good to Average:** some knowledge of the subject, adequate range, mostly relevant to topic, but lacks detail.
21-17	**Fair to poor:** limited knowledge of subject, little substance, inadequate development of topic.
16-13	**Very poor:** does not show knowledge of subject, non-substantive, not enough to evaluate.

2. Organization

level	Criteria
20-18	**Excellent to Very Good:** fluent expression, ideas clearly stated supported, well-organized, logical sequencing, cohesive.
17-14	**Good to Average:** somewhat copy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
13-10	**Fair to poor:** non-fluent, an idea confused or disconnected, lack logical sequence, and development.
9-7	**Very poor:** does not communicate, no organization, no enough to evaluate.

3. Vocabulary

level	Criteria

20-18   **Excellent to Very Good:** effective word/idiom choice and usage, word form mastery.

17-14   **Good to Average:** occasional errors of word/idiom form, choice, usage but meaning not obscured.

13-10   **Fair to poor:** frequent errors of word/idiom form, choice, usage, meaning confused not obscured.

9-7   **Very poor:** little knowledge of English vocabulary, idioms, word form, not enough to evaluate.

4. Language Use

level	Criteria

25-22   **Excellent to Very Good:** effective complete construction, few errors of agreement, tense, number, articles, pronouns, and prepositions.

21-18   **Good to Average:** effective but simple construction, minor problem in complex construction, several errors of agreement, tense, number, articles, pronouns, and prepositions.

17-11   **Fair to poor:** major problem in simple/complex constructions, frequent errors of negation, agreement, tense, number, articles, pronouns, and prepositions and/or fragment, deletions, meaning confused or obscured.

10-9   **Very poor:** virtually no mastery of sentence construction rules, dominated by errors, does not communicate, not enough to evaluate.

5. Mechanics

<u>level</u>	<u>Criteria</u>

5   **Excellent to Very Good:** demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization.

4   **Good to Average:** occasional errors of spelling, punctuation, capitalization but meaning not obscured.

3   **Fair to poor:** frequent errors of spelling, punctuation, capitalization, meaning confused or obscured.

2   **Very poor:** no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, sentencing, not enough to evaluate.

To describe the data presentation, the writer used the following formula:

$$P = \frac{f}{N} x\ 100\%$$

Where: P = percentage

F = frequency

N = Number of cases   Sudijono [9].

Moreover, the students' score of writing ability were categorized under the classification as follows:

TABLE III.3

THE CLASSSIFICATION OF STUDENTS' SCORE IN WRITING PROCEDURAL TEXT

THE SCORE LEVEL	CATEGORY
80-100	Very good
66-79	Good
56-65	Enough
46-55	Less
0-45	Fail

To analyze the students' score in mastering simple present tenses test, the writer used the following scale:

TABLE III.4

THE CLASSSIFICATION OF STUDENTS' SCORE IN PRESENT TENSES

THE SCORE LEVEL	CATEGORY
80-100	Very good
66-79	Good
56-65	Enough
46-55	Less
0-45	Fail

Sudijono[10].

It means that to get score 0-100 for the students' present tenses mastery, the writer used fomula:

---

[9]*Ibid*., p.35
[10]Sudijono, *op. cit.,* p.35

$$S = \underline{R\ } \times 100\%$$
$$N$$

Where:

S = Individual score   N   = Number of items

R = Right answer   100 = Standard mark

Harahap[11].

The data were analyzed by using mean formula for the first formulation of problem:

$$M = \underline{\ fx\ }$$
$$N$$

Where:
M   = mean
fx = the calculation of FX
N   = the number

a. To find the correlation present tenses mastery and their ability in writing procedural textthe writer used product moment version 16 and calculator fx 3600 pv. Product moment correlation coefficient (r) for the third formulation because both data of students' present tenses mastery and their ability in writing procedural text is interval data and sample is more than 30. Therefore, it is necessary to choose product moment correlation coefficient technique for big sample.

According to Pearson in Hartono, the formula of product moment correlation coefficient is as follows:

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[11]Nasrun Harahap. *Teknik Penilaian Hasil Belajar*. (Jakarta: Bulan Bintang, 1982). p.184

$$r_{xy} = \dfrac{\sum x' y' - \dfrac{\left(\sum fx'\right)\left(\sum fy'\right)}{N}}{\sqrt{\left\{\sum fx'^2 - \left(\dfrac{\sum fx'}{N}\right)^2\right\}\left\{\sum fy'^2 - \left(\dfrac{\sum fy'}{N}\right)^2\right\}}}$$

Where: r = Product moment correlation coefficient

N= Number of sample

X= variable x

Y= variable y[12].

The steps to facilitate the calculation of the correlation coefficient are as follow:

1. Look for the lowest score (L) and the highest score (H) in variable X.

2. fill in the sell by tally and then add it up

3. fx and fy

   Add up the frequency of a score in the same row and column.

4. *x'* and *y'*

5. *fx'* and *fy'* make a conjecture of X and Y, important to choose the middle conjecture to make it easier.

6. *calculate or Multiplicities fx and x'*

7. *fx'²* and *fy'²* Calculate *fx* and *x²*

8. *x' y'*

   Substitute to the product moment correlation coefficient:

---

[12]Drs. Hartono, M.Pd. *Statistik Untuk Penelitian*. (Pekanbaru: Pustaka Pelajar Offset,2004). p.101

$$r_{xy} = \frac{\sum x'y' - \frac{\left(\sum fx'\right)\left(\sum fy'\right)}{N}}{\sqrt{\left\{\sum fx'^2 - \left(\frac{\sum fx'}{N}\right)^2\right\}\left\{\sum fy'^2 - \left(\frac{\sum fy'}{N}\right)^2\right\}}}$$

Give the interpretation:

1. Calculate of df = N -nr

   df = Degree of freedom

   nr = Number of variable

   N = Number of samples

        df = N –nr

1.   Appropriate to the value list of "r" Product Moment

2.   Compare ro and rt and

b. in analyzing the data dealing with the contributionof present tenses mastery and their ability in writing procedural text the first year student senior high school 1 Tambang Kampar Regency the writer used statistiscal simple regression Version 16. The formula to find the contribution of present tenses mastery and their ability in writing procedural textis as follows: Y=a+bX

Where: Y = the score of variable

        A = the constant a

        B = the variance score of variable X

        X = the score of variable

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. DATA PRESENTATION

1. Description of Research Variable

In this chapter, the writer presented the study that consisted of two variables namely; independent variable X referred to ''students' present tenses mastery'' while; dependent variable Y referred to ''students' ability in writing Procedural text''. The data were obtained by using test.

1. Students' Present Tenses Mastery Test

Students' present tenses mastery test consisted of 30 items of simple present tenses mastery with multiple choice test of 10 items, rearranging test of 5 items, true false test of 5 items, and matching test of 10 items.

2. Writing Procedural Text Test

The test of Students' ability in writing procedural text consisted of three topics. The topics werethe way registration for new students,Tips on how to charm a girl and boy, andTips on how to make fried rice. They were allowed to choose one of interesting topics.

TABLE IV.1

THE CLASSIFICATION OF STUDENTS' SCORE

THE SCORE LEVEL	CATEGORY
80-100	Very good
66-79	Good
56-65	Enough
46-55	Less
0-45	Fail

Sudijono 2003[1].

a. Data from Students' Present Tenses Mastery

The data about the students' present tenses mastery can be seen in the following table.

TABLE IV.2

STUDENTS' SCORE OF PRESENT TENSES MASTERY

STUDENTS	SCORE	CATEGORY	STUDENTS	SCORE	CATEGORY
Student 1	46	Less	Student 27	50	Less
Student 2	50	Less	Student 28	73	Good
Student 3	60	Enough	Student 29	73	Good
Student 4	46	Less	Student 30	66	Good
Student 5	66	Good	Student 31	70	Good
Student 6	76	Good	Student 32	83	Very Good
Student 7	66	Good	Student 33	56	Enough
Student 8	46	Less	Student 34	70	Good

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[1]Sudijono, *loc. cit.*,p.35

Student 9	73	Good	Student 35	63	Enough
Student 10	73	Good	Student 36	43	Fail
Student 11	73	Good	Student 37	46	Less
Student 12	70	Good	Student 38	73	Good
Student 13	70	Good	Student 39	80	Very Good
Student 14	50	Less	Student 40	70	Good
Student 15	83	Very Good	Student 41	70	Good
Student 16	83	Very Good	Student 42	43	Fail
Student 17	63	Enough	Student 43	50	Less
Student 18	66	Good	Student 44	66	Good
Student 19	76	Good	Student 45	53	Less
Student 20	43	Fail	Student 46	63	Enough
Student 21	70	Good	Student 47	83	Very Good
Student 22	46	Less	Student 48	60	Enough
Student 23	56	Enough	Student 49	53	Less
Student 24	83	Very Good	Student 50	53	Less
Student 25	76	Good	Student 51	76	Good
Student 26	63	Enough	Student 52	76	Good

TABLE 1V.3

PERCENTAGE OF PRESENT TENSES SCORE

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	Very Good	6	11.53 %
2	Good	23	44.23 %
3	Enough	8	15.38 %
4	Less	12	23.1 %
5	Fail	3	5.76 %
Total		**52**	**100 %**

From the table above, it can be seen the students' mastery of present tenses in answering the multiple choice, rearranging, true False, and matching test. It can be categorized into very good, good, enough, less, and fail. It can be seen that the students who got very good category were 6 students (11.53 %), the students who got good category were 23 students (44.23 %), while for enough category, there were 8 students (15.38 %), the students who got less category were 12 students (23.1 %), and there were 3 students (5.76 %) who got fail.

From this data, it can be assumed that the students' present tenses mastery is not bad. It can be seen from the number of the students who are classified into very good category (6 students or around 11.53 %) and good category (23 students or around 44.23 %).

b. Data from Writing Procedural Text

TABLE IV.4

STUDENTS' SCORE IN WRITING PROCEDURAL TEXT

STUDENTS	SCORE		FINAL SCORE	CATEGORY
	RATER 1	RATER 2		
Student 1	61	69	65	Enough
Student 2	75	69	72	Good
Student 3	67	68	68	Good
Student 4	45	45	45	Fail
Student 5	56	68	62	Enough
Student 6	80	89	85	Very Good
Student 7	56	68	62	Enough
Student 8	48	60	54	Less
Student 9	65	79	72	Good
Student 10	62	79	71	Good
Student 11	53	68	61	Enough
Student 12	47	74	61	Enough
Student 13	75	73	74	Good
Student 14	50	68	59	Enough
Student 15	54	44	49	Less
Student 16	83	79	81	Very Good
Student 17	54	89	72	Good
Student 18	51	78	65	Enough
Student 19	78	65	72	Good
Student 20	69	68	69	Good
Student 21	54	45	50	Less
Student 22	51	53	52	Less
Student 23	47	67	57	Enough
Student 24	69	69	69	Good

Student 25	83	78	81	Very Good
Student 26	83	84	84	Very Good
Student 27	45	44	45	Fail
Student 28	48	46	47	Less
Student 29	54	69	62	Enough
Student 30	77	68	73	Good
Student 31	55	67	61	Enough
Student 32	60	68	64	Enough
Student 33	54	54	54	Less
Student 34	47	68	58	Enough
Student 35	83	89	86	Very Good
Student 36	45	57	51	Less
Student 37	48	78	63	Enough
Student 38	75	79	77	Good
Student 39	64	68	66	Good
Student 40	48	44	46	Less
Student 41	53	58	56	Enough
Student 42	56	78	67	Good
Student 43	44	46	45	Fail
Student 44	67	73	70	Good
Student 45	43	45	44	Fail
Student 46	75	79	77	Good
Student 47	83	89	86	Very Good
Student 48	67	67	67	Good
Student 49	68	84	76	Good
Student 50	83	89	86	Very Good
Student 51	77	80	79	Good
Student 52	54	54	54	Less

From the table above, it can be seen that the students' ability in writing procedural text. It can be categorized into very good, good, enough, less and fail. It can be seen that 1 from 52 students (2.33 %) got very good category, the students who got good category were 16 students (37.21 %), while for enough category, there were 22 students (51.16 %), and there were 4 students who got less category (9.30 %) and no one got fail category (0 %). To determine the final score, the writer used the formula:

Mean $= \dfrac{\textbf{Score (Rater 1) + Score (Rater 2)}}{\textbf{2}}$

Example = **Mean** $= \dfrac{\textbf{66+72}}{\textbf{2}} = \textbf{69 and etc.}$

To make clearer about the percentage of students' writing ability. It can be seen through the following table:

TABLE IV.5
PERCENTAGE OF WRITING PROCEDURAL TEXT

NO	CATEGORY	FREQUENCY	PERCENTAGE
1.	Very Good	7	13.46 %
2.	Good	18	34.61 %
3	Enough	14	26.92 %
4.	Less	9	17.30 %
5.	Fail	4	7.69 %
	TOTAL	52	100 %

c. Data Presentation of the Result Present Tenses Mastery and Writing Abilty Test

The writer present the score of students, mastery on present tenses (independent variable or X), and their ability in writing procedural text (dependent variable or Y), it can be seen from the following table:

Data from the Result of Present Tenses Mastery and Writing Ability Test

TABLE IV.6

THE RESULT OF VARIABLE X AND Y

STUDENTS	SCORE	
	PRESENT TENSES	WRITING TEST
Students 1	46	65
Students 2	50	72
Students 3	60	68
Students 4	46	45
Students 5	66	62
Students 6	76	85
Students 7	66	62
Students 8	46	54
Students 9	73	72
Students 10	73	71
Students 11	73	61
Students 12	70	61
Students 13	70	74
Students 14	50	59
Students 15	83	49
Students 16	83	81

Students 17	63	72
Students 18	66	65
Students 19	76	72
Students 20	43	69
Students 21	70	50
Students 22	46	52
Students 23	56	57
Students 24	83	69
Students 25	76	81
Students 26	63	84
Students 27	50	45
Students 28	73	47
Students 29	73	62
Students 30	66	73
Students 31	70	61
Students 32	83	64
Students 33	56	54
Students 34	70	58
Students 35	63	86
Students 36	43	51
Students 37	46	63
Students 38	73	77
Students 39	80	66
Students 40	70	46
Students 41	70	56
Students 42	43	67
Students 43	50	45

Students 44	66	70
Students 45	53	44
Students 46	63	77
Students 47	83	86
Students 48	60	67
Students 49	53	76
Students 50	53	86
Students 51	76	79
Students 52	76	54

It is necessary to conduct descriptive statistics by using SPSS version 16.00 and calculator FX 3600 pv.

B. DATA ANALYSIS

The data were analysed in this chapter, the writer analyzed the data in order to know the students' present tenses mastery (X) and their writing ability (Y) and the relationship between the two variable (X and Y). The high correlation of variables was stated in correlation coefficient.The following tables present the data of two variables (X and Y) with 52 respondents of this study. In data analysis the writer analyzed data between present tenses mastery and writing procedural text in order to know the students' present tenses and writing procedural text and relationship between present tenses and writing procedural text.

1. Analysis on the students present tenses mastery.

By using SPSS version 16 the writer analyzed the data of students' present tenses mastery. Here the writer got the frequency of students' present tenses mastery as follows:

TABLE IV.7

The frequency of students' present tenses mastery

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	43	3	5.8	5.8	5.8
	46	5	9.6	9.6	15.4
	50	4	7.7	7.7	23.1
	53	3	5.8	5.8	28.8
	56	2	3.8	3.8	32.7
	60	2	3.8	3.8	36.5
	63	4	7.7	7.7	44.2
	66	5	9.6	9.6	53.8
	70	7	13.5	13.5	67.3
	73	6	11.5	11.5	78.8
	76	5	9.6	9.6	88.5
	80	1	1.9	1.9	90.4
	83	5	9.6	9.6	100.0
	Total	52	100.0	100.0	

This table shows us that 3 students got 43 for present tenses mastery (5.8 %), 5 students got 46 (9.6 %), 4 students got 50 (7.7 %), 3 students got 53 (5.8 %), 2 students got 56 (3.8 %), 2 students got 60 (3.8%,) 4 students got 63 (7.7%),

5 students got 66 (9.6 %), 7 students got 70 (13.5 %), 6 students got 73 (11.5 %),5

students got 76 (9.6%), 1 student got 80 (1.9%),5 students got 83 (9.6 %).

And the information The descriptive data related to thestudents' present

tenses mastery can be seen through the table of descriptive above:

TABLE IV.8
DESCRIPTIVE STATISTICS
(STUDENTS' PRESENT TENSES MASTERY)

		mastery
N	Valid	52
	Missing	0
	Mean	64.1346
	Median	66.0000
	Mode	70.00
	Std. Deviation	1.23606
	Variance	152.785
	Range	40.00
	Minimum	43.00
	Maximum	83.00
	Sum	3335.00

Based on the table IV. 8, The writer can interpret that Mean score in

students' Present tenses mastery is   64.1346, Medianis66.00, Mode is70.00,

standard deviation is12.23606, variance is 152.785, range is 40.00, Minimum is

43.00, Maximum is 83.00, and summation is3335.00.

2. Analysis on students ability in writing procedural text

In analyzing the data of students ability in writing procedural text, here the writer used SPSS version 16 and the writer got the frequency of students ability in writing procedural text.

TABLE IV.9

FREQUENCY OF STUDENTS' WRITING ABILITY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44	1	1.9	1.9	1.9
	45	3	5.8	5.8	7.7
	46	1	1.9	1.9	9.6
	47	1	1.9	1.9	11.5
	49	1	1.9	1.9	13.5
	50	1	1.9	1.9	15.4
	51	1	1.9	1.9	17.3
	52	1	1.9	1.9	19.2
	54	3	5.8	5.8	25.0
	56	1	1.9	1.9	26.9
	57	1	1.9	1.9	28.8
	58	1	1.9	1.9	30.8
	59	1	1.9	1.9	32.7
	61	3	5.8	5.8	38.5
	62	3	5.8	5.8	44.2
	63	1	1.9	1.9	46.2
	64	1	1.9	1.9	48.1
	65	2	3.8	3.8	51.9
	66	1	1.9	1.9	53.8
	67	2	3.8	3.8	57.7
	68	1	1.9	1.9	59.6

	69	2	3.8	3.8	63.5
	70	1	1.9	1.9	65.4
	71	1	1.9	1.9	67.3
	72	4	7.7	7.7	75.0
	73	1	1.9	1.9	76.9
	74	1	1.9	1.9	78.8
	76	1	1.9	1.9	80.8
	77	2	3.8	3.8	84.6
	79	1	1.9	1.9	86.5
	81	2	3.8	3.8	90.4
	84	1	1.9	1.9	92.3
	85	1	1.9	1.9	94.2
	86	3	5.8	5.8	100.0
	Total	52	100.0	100.0	

This table shows us that 1 student got 44 (1.9 %)for writing ability. 3 students got 45 (5.8 %), 1 student got 46 (1.9 %), 1 student got 47 (1. 9 %), 1 student got 49 (1.9 %), 1 student got 50 (1.9 %), 1 student got 51 (1.9 %), 1 student got 52(1.9 %), 3 students got 54 (5.8 %) , 1 student got 56 (1.9 %), 1 student got 57 (1. 9 %), 1 student got 58 (1.9 %), 1 student got 59 (1.9 %), 3 student got 61 (5.8 %), 3 student got 62 (5.8 %), 1 student got 63 (1.9 %),1 student got 64 (1. 9 %), 2 students got 65 (3.8 %), 1 student got 66 (1. 9 %), 2 students got 67 (3.8 %), 1 student got 68 (1. 9 %), 2 students got 69 (3.8 %), 1 student got 70 (1.9 %),1 student got 71 (1. 9 %), 4 students got 72 (7.7 %), 1 student got 73 (1.9 %), 1 student got 74 (1.9 %), 1 student got 76 (1.9 %), 2 students got 77 (3.8 %), 1 student got 79 (1.9 %), 2 students got 81 (3.8 %), 1 student got 84 (1.9 %), 1 student got 85 (1.9 %), and 3 students got 86 (5.8 %).

The descriptive data about thestudents ability in writing procedural text can be seen through the table of descriptive above:

TABLE IV.10
DESCRIPTIVE STATISTICS
(STUDENTS' WRITING ABILITY)

	ability
N Valid	52
Missing	0
Mean	64.8462
Std. Error of Mean	65.0000
Median	72.00
Mode	1.21242
Std. Deviation	146.995
Variance	42.00
Range	44.00
Minimum	86.00
Maximum	3372.00
Sum	64.8462

In this table, mean of writing ability in procedural text is 64.8462, median is72.00, mode is 1.21242, standard deviation is 146.995, variance is 42.00, range is 44.00, Minimum is86.00, Maximum is 3372.00, and summation is 64.8462.

Here the writer got the descriptive statistic of students' present tenses mastery and ability in writing procedural text.

TABLE IV.11

Descriptive Statistics

	Mean	Std. Deviation	N
ability	64.8462	12.12417	52
mastery	64.1346	12.36064	52

The table above is a descriptive statistic table, which shows mean, standard deviation and N for each table. Mean of writing ability score is 64. 8462, mastery score is 64.1346. mean standard deviation of writing ability score is 12. 12417 and mastery score is 12.36064. it means, the of writing score is larger than present tenses mastery score, smaller than writing ability score . while N= 52 show the total of respondents which is analyzed in every variable.

1. Analysis on the correlation between present tenses mastery and ability in writing procedural text.

The following table presents the data of variable X (present tenses) and variable Y (writing procedural text). These data consist of 52 respondents as sample:

TABLE IV.12

THE RESULT OF VARIABLE X AND Y

STUDENTS	SCORE	
	PRESENT TENSES	**WRITING TEST**
Students 1	46	65
Students 2	50	72
Students 3	60	68
Students 4	46	45

Students 5	66	62
Students 6	76	85
Students 7	66	62
Students 8	46	54
Students 9	73	72
Students 10	73	71
Students 11	73	61
Students 12	70	61
Students 13	70	74
Students 14	50	59
Students 15	83	49
Students 16	83	81
Students 17	63	72
Students 18	66	65
Students 19	76	72
Students 20	43	69
Students 21	70	50
Students 22	46	52
Students 23	56	57
Students 24	83	69
Students 25	76	81
Students 26	63	84
Students 27	50	45
Students 28	73	47
Students 29	73	62
Students 30	66	73
Students 31	70	61

Students 32	83	64
Students 33	56	54
Students 34	70	58
Students 35	63	86
Students 36	43	51
Students 37	46	63
Students 38	73	77
Students 39	80	66
Students 40	70	46
Students 41	70	56
Students 42	43	67
Students 43	50	45
Students 44	66	70
Students 45	53	44
Students 46	63	77
Students 47	83	86
Students 48	60	67
Students 49	53	76
Students 50	53	89
Students 51	76	80
Students 52	76	54

TABLE IV.13

Statistics

		mastery	ability
N	Valid	52	52
	Missing	0	0
Mean		64.1346	64.8462
Median		66.0000	65.0000
Mode		70.00	72.00
Std. Deviation		1.23606	1.21242
Variance		152.785	146.995
Range		40.00	42.00
Minimum		43.00	44.00
Maximum		83.00	86.00
Sum		3335.00	3372.00

Based on the table IV.13, The writer can interpret that Mean score in students' present tenses mastery is 61.3953, Median is66.00, Mode is 70.00, standard deviation is 1.23606, variance is 152.785, range is 40.00, Minimum is 43.00, Maximum is 83.00, and summation is 3335.00. While, mean of writing ability in procedural text is 64.8462, median is 65.00, mode is 72.00, standard deviation is 1.21242, variance is 146.995, range is 42.00, Minimum is 44.00, Maximum is 86.00, and summation is 3372.00.

To know the correlation between present tenses mastery and ability in writing procedural text was analyzed in the following tables:
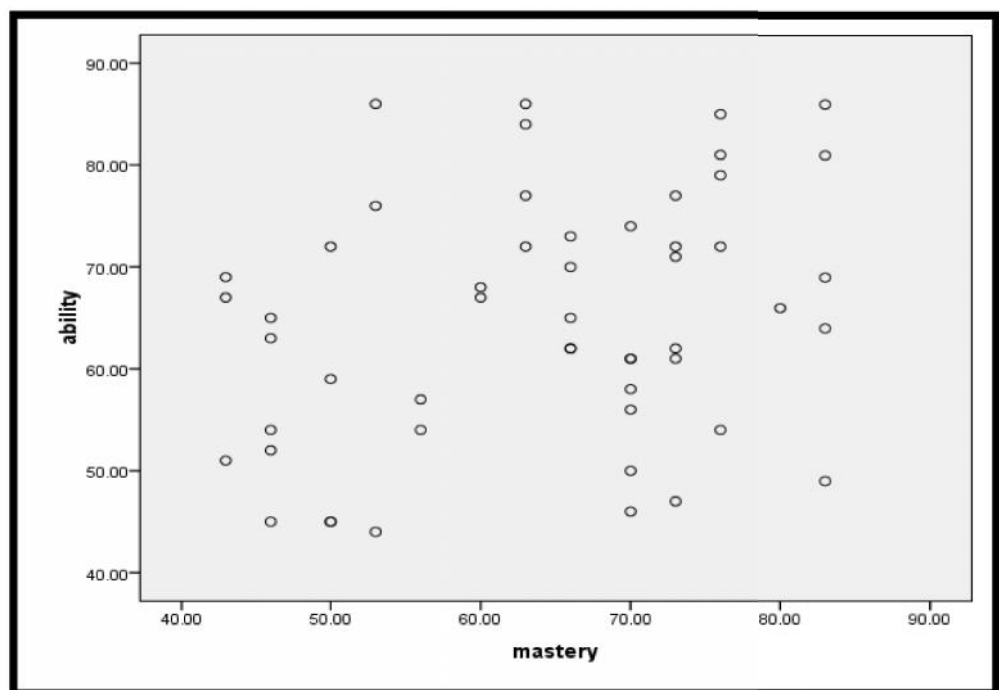
TABLE IV.14

Correlations

		mastery	ability
mastery	Pearson Correlation	1	.293[*]
	Sig. (2-tailed)		.035
	N	52	52
ability	Pearson Correlation	.293[*]	1
	Sig. (2-tailed)	.035	
	N	52	52

*. Correlation is significant at the 0.05 level (2-tailed).

GRAPH OF CORRELATION

This correlation between students' present tenses mastery and their ability in writing procedural text is 0.293. and to find out analysed data, the writer by used SPSS Version 16 and calculator fx 3600 pv. To interpret the coefficient correlation obtained was necessary to consult the value with coefficient correlation. The degree of relationship can be seen in the following table:

TABLE IV.15

COEFFICIENT CORRELATION INTERPRETATION

INTERVAL	CATEGORY
0.00 – 0.199	Very low
0.20 – 0.399	Low
0.40 – 0.599	Mediocre
0.60 – 0.799	Strong
0.80 – 1.00	Very Strong

Source: Sugiono : 2001 in Herlina Haflar

From the table IV.13 and IV.14 above can be seen that the variable of correlation coefficient of the in Students' present tenses mastery and their ability in writing procedural text is 0.293, sig. (2tailed)= 0.035, the interpretation is as follows:

1. The score of correlation coefficient obtained is 0.293 which is in the interval of 0.20 – 0.399. Thus, the relationship based on Sugiono: 2001 (in Herlina Haflar 2008:52)is categorized into low[2]. The value is smaller than the value at both significance level 5% (0.273) and 1% (0.354)and alternativehypothesis is rejected and hypothesis null is accepted. It

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[2] Haflar, Herlina.*" The Correlation Between Students' Grammar Achievement and Their Ability in Writing at the Third Year Students of (Madrasah Tsanawiyah Negeri) MTsN Pekanbaru ". (Unpublished Undergraduate Thesis. Pekanbaru: UIN SUSKA, 2008).p.52

means that there is no correlationof thestudents' present tenses mastery and students' ability in writing procedural text.

2.   The outputs above show that there is no sign that means that there is no significant correlation between students' present tenses mastery and students' ability in writing procedural text.

Direction of correlation of the two variables is positive. It means that the higher students' present tenses mastery will be doesnot influencestudents' ability in writing procedural text. On the contrary, the lower students' present tenses mastery will be doesnot cause their ability lower in writing procedural text.

TABLE IV. 16
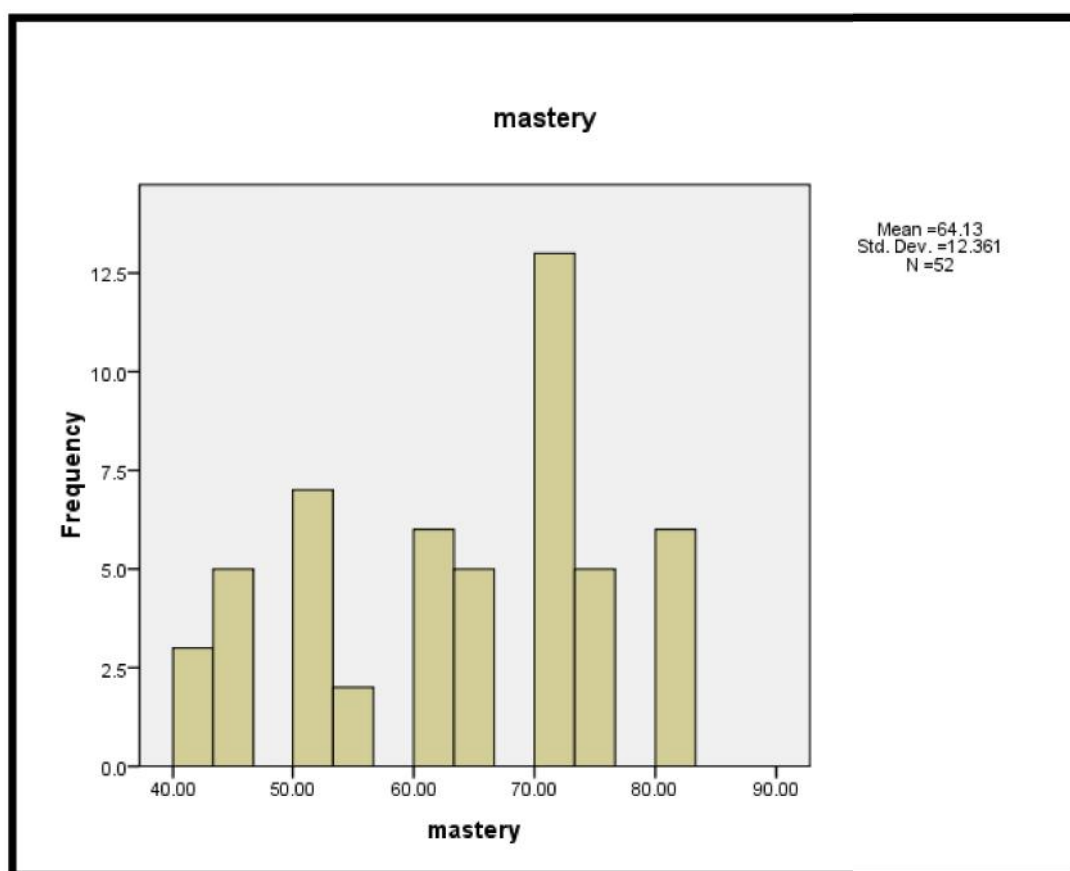
Based on the chart above, it can be seen that each point contiguous with the line, means that there is no correlation between the first year students'present tenses mastery and their ablity in writing procedural text.

2. Analysis on the contribution of present tenses mastery and ability in writing procedural text. The data is analysed by using SPSS version 16, here can be seen in the followings:

TABLE IV.17

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	mastery	.	Forward (Criterion: Probability-of-F-to-enter <= ,050)

a. Dependent Variable: ability

The table above shows the method of regression, which is used to analyze the databy using SPSS program. The method which is used entering method. The variable present tenses is shown 0.050.

To know the independent variable that can explain the dependent variable can be seen from the following table:

TABLE IV.18

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	643.407	1	643.407	4.694	.035[a]
	Residual	6853.362	50	137.067		
	Total	7496.769	51			

a. Predictors: (Constant), mastery

b. Dependent Variable: ability

The table above explains about the capability of independent variablesscore to explain the variation of independent score by using F score. The score of F hitung is 4.694, while the score of its significant is 0.035, the significant of ANOVA table is 0.035 is higher than 0.05, so Ha rejected and Ho accepted. It means the score of independent variables cannot explain the variation of dependent score or present tenses cannot predict the writing ability.

Analysis of percentage of the contribution of present tenses mastery toward ability in writing procedural text can be seen from the following table:

TABLE IV. 19

Model summary

Model Summary[b]

| Model	R	R Square	Adjusted R Square
1	.293[a]	.086	.068

a. Predictors: (Constant), mastery

b. Dependent Variable: ability

Based on the data above, it can be seen that the score of R square is 0.086; it means that the influence of present tenses mastery toward ability in writing procedural text is 08.6 %.

To know more about the contribution of the first year students'present tenses mastery toward their ablity in writing procedural text can be seen from the following linear regression diagram:

TABLE IV. 20
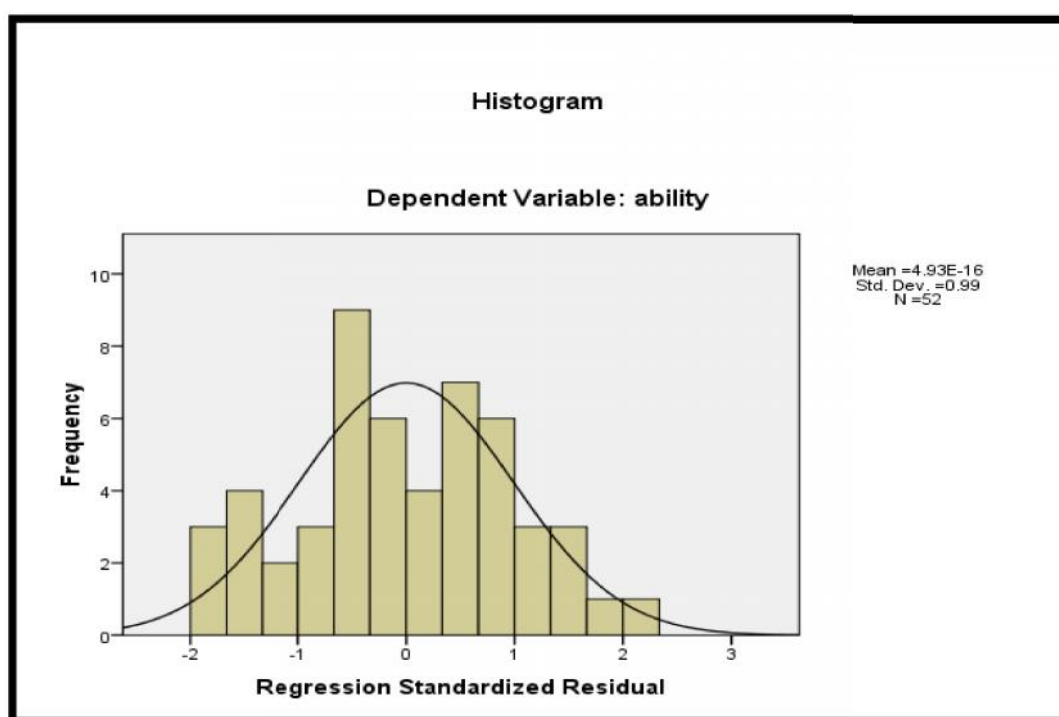
Based on the chart above, it can be seen that each point contiguous with the line, it means that there is no contribution the first year students' present tenses mastery atoward their ablity in writing procedural text.

CHAPTER V

CONCLUSION AND SUGGESTION

In thischapter, the writer would like to draw the conclusion from what have been discussed in the preceding chapters, and to recommend some suggestion concerning with students' present tenses mastery and their ability in writing procedural text.

A. Conclusion

This study is conducted in order to obtain whether there is a significant contribution of the students' present tenses mastery and their ability in writing procedural text. There are two variables in this study, students' present tenses mastery as the independent variable (X) and students' ability in writing procedural text as the dependent variable(Y).

Regarding the formulation of the problems in this paper, the conclusion can be summarized as follows:

1. The first formulation of the problems" how is students' masteryon present tenses (simple present tense, present continuous tense, present perfect tense, and present perfect continuous tense)", the answer is enough. It is based on the result of the test given because dealing with the table of students' classification scorecan be proved that from the mean of students' mastery in present tenses score 64.13 is categorized into enough level.

2. The second formulation of problem is" how is students' ability in writing procedural text", the answer is enough. It is based on the result of the test

given because dealing with the table of students' classification scorecan be proved that from the mean of students' ability in writing procedural text score64.8462is categorized into enough level.

3. The third formulation",is there any significant correlation between the first year students' present tenses mastery and their ability in writing procedural text at Senior High School 1 Tambang Kampar Regency". Based on the data analysis in Chapter IV, The score of correlation coefficient obtained is 0.293 which is in the interval of 0.20 – 0.399. Thus, the relationship based on Sugiono: 2001 in Herlina Haflar (2008:52)is categorized into low.

The value is smaller than the value of both significance level 5% (0.273) and 1% (0.354)and the alternativehypothesis is rejected and hypothesis null is accepted. It means that there is no significant correlation between students' present tenses mastery and students' ability in writing procedural text at the first Year Students of Senior High School 1 Tambang Kampar Regency.

4. The four formulation is How much is the contribution of the first yearstudents' present tensesmastery toward their ability in writing procedural text at Senior High School 1 Tambang Kampar regency?.Based on the data analysis in Chapter IV, The contribution of present tensesmastery toward their ability in writing procedural text is 0.086 %.It means that there is no significant contribution ofstudents' present tenses masterytoward students' ability in writing procedural text at the first Year Students of Senior High School 1 Tambang Kampar Regency.

B. Suggestion

Based on the conclusion above, the writer gives suggestion for the teachers to give more tasks for students oftentime, especially in writing procedural form. Ask the students to make text, give the instructions how to do, before that the teacher gives explanation in grammar especially for tenses in present tenses. The teacher should be able to make good strategies that students want to learn writing procedural text joyfully and enthusiastically. Thus, the teacher gives motivation to the students in order to practice writing, ask them if they do not understand and get difficulties. Do not be afraid if the students make mistake because we learn from mistake to get success.

Suggestion for the students, please improve their ability in grammar especially for tenses of present tenses in writing, of course they must study hard since writing is not as easy as what they think. Therefore, they should often practice their writing, asking the teacher if they do not understand the lesson, and no keeping silent because we know that English is an international language that we should master, and it is familiar and very important for us. By mastering tenses and having one basic skill in writing, it will be easy for us to understand what English is, and we should know that where there is the will, there is the way.

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