

**THE CONTRIBUTION OF STUDENTS' SIMPLE PRESENT TENSE
MASTERY TOWARD THEIR READING COMPREHENSION OF
ANALYTICAL EXPOSITION TEXT AT THE SECOND YEAR OF
ISLAMIC SENIOR HIGH SCHOOL DAARUN NAHDHAH
THAWALIB BANGKINANG SEBERANG
KAMPAR REGENCY**



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PEKANBARU
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A Thesis

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for undergraduate degree in English education
(S.Pd.)



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ABSTRACT

Rial Armunza (2012): “The Contribution of Students Simple Present Tense Mastery toward Their Reading Comprehension of Analytical Exposition Text at the Second Year of Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang Seberang Kampar Regency”.

In accordance with the symptoms, the writer has seen some problems that should be discussed and overcome, such as some of students have not good comprehension in reading analytical exposition text, and some of students do not amster about simple present tense. This research is aimed at finding out the contribution of simple present tense mastery toward reading comprehension of analytical exposition text. The subject of this research is the second year students of Islamic senior high school Daarun Nahdhah Thawalib Bangkinang Seberang Kampar Regency whereas; the objects of this research are students’ simple present tense mastery and their reading comprehension of analytical exposition text. The methode of this research is corelational research. The sample of this research is 34 students. In this case, the writer used the random sampling technique. In collecting data, the writer used test. The test was used to find out the contribution of simple present tense mastery toward students’ reading comprehension of analytical exposition text. In analyzing data, the writer uses the simple regression analysis by using SPSS 16.00. The simple regression formula is as follows:

$$\hat{Y} = a + bX$$

Based on analyzing the data by using SPSS 16, the writer found that Score of significant is 0,000. The significant is smaller than 0,05 (sig.<0.05) based on data above the writer can conclude that H_0 is rejected and H_a is accepted. It means that there is a positive significant contribution of X toward Y (students’ simple present tense mastery toward students’ reading comprehension of analytical exposition text). The percentage of the contribution of simple present tense mastery toward reading comprehension of analytical exposition text is 59.6%. Finally, in accordance with writer’s investigation, the students’ simple present tense mastery is classified into good and the students’ reading comprehension of analytical exposition text is classified into enough.

ABSTRAK

Rial Armunza (2012) “Kontribusi Penguasaan Simple Present Tense Siswa terhadap Pemahaman Bacaan Text Analytical Exposition Kelas Dua MA Daarun Nahdhah Thawalib Bangkinang Seberang Kabupaten Kampar”.

Berdasarkan beberapa gejala, Penulis melihat beberapa masalah yang harus dibahas dan di atasi, seperti beberapa siswa idak memiliki pemahaman yang bagus dalam bacaan text Analytical Exposition, dan beberapa orang siswa tidak memiliki penguasaan yang bagus dalam tenses simple present. Penelitian ini bertujuan untuk menemukan kontribusi penguasaan simple present tense terhadap pemahaman bacaan tex analytical exposition. Subyek dari penelitian ini adalah siswa kelas dua MA Daarun Nahdhah Thawalib Bangkinang Seberang Kabupaten Kampar. Objek nya adalah penguasaan tenses simple present dan pemahaman bacaan tex analytical exposition siswa. Metode penelitian ini adalah penelitian korelasi. Sampel dari penelitian ini adalah 34 siswa. Dalam masalah ini penulis menggunakan tehnik random untuk mengambil sample. Dalam pengumpulan data penulis menggunakan tes. Dalam mengolah data, penulis menggunakan simple regresi melalui perhitungan SPSS versi 16.00, rumus regresi secara manual sebagai berikut:

$$\bar{Y} = a + bX$$

Berdasarkan analisa data menggunakan SPSS versi 16.00, dapat dilihat bahwa sig.<0.005, berdasarkan data tersebut, penulis dapat menyimpulkan bahwa Ho ditolak dan Ha d terima. Maksudnya adalah ada kontribusi positif yg signifikan dari variabel X terhadap variabel Y (simple present tense terhadap pemahaman tex analytical exposition). Besarnya kontribusi dari variabel X terhadap variabel Y adalah sebesar 59.6%. sedangkan penguasaan tenses simple present siswa termasuk ke dalam kategori bagus dan pemahaman tex analytikal exposition termasuk kedalam kategori cukup.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the best ways of getting knowledge. Through reading, we are able to find almost everything we need to know. According to Johnson, reading is the practice of using text to create meaning. When someone reads a text, he can get the meaning from the text.

English not only has one kind of reading but also there are many kinds of reading such as academic reading, job-related reading, and personal reading. Brown states there are three types(genre) of reading, the first is academic reading, consist of general interest articles (magazine, newspaper,etc), technical report, professional journal article, references material, essays, opinion writing, etc. The second is job related reading, consists of messages, emails, report, memo, announcements, etc. And the last is personal reading, consists of newspaper, magazine, advertisement, novels, poems, short story, etc.¹

To get good comprehension in reading, we have to know many skills, one of them is grammar ability. Through grammar, we can know about the structure of the sentence that will help us to comprehend the meaning from the text. One of the most important grammar is tenses, and from some tenses used in English, simple present tense is one of the most important, always used in English.

Simple present tense is the tense used to indicate something that happened in the past, and still happen in the present and it can happen in the future.

¹ H.Douglas Brown, *Language Assessment Principles and Classroom Practice*.(California: Longman, 2003), pp. 186.

Azar states that simple present is used to indicate something true in the past, true in the present, and will be true in the future. It used for general statement of fact. We can find this tense in some types text of reading texts. One of them is analytical exposition text.

At the Islamic Senior High School of Daarun Nahdhah Thawalib Bangkinang, mother tongue (Ocuness language/Bahasa Indonesia) was used as the medium to convey the materials to the students in the teaching and learning of English, whether in giving instruction or interaction, this method known as GTM (Grammar Translation Method). The English teachers assumed that by using Indonesia language not only will make the students understand the material easily, but also to avoid confusing among the students in learning, so that allocation of time for presenting the materials could be shorter

Islamic Senior High School of Daarun Nahdhah Bangkinang is one of the schools that have been using School Based Curriculum as a guideline in teaching and learning English. English subject is taught two times a week for 45 minutes of each meeting in IPA program and IPS program. It means that the Islamic Senior High School of Daarun Nahdhah Thawalib Bangkinang Seberang allocated plenty of time for applying the curriculum. So, the students can study English 4 x 90 minutes a week. Moreover, if a researcher looks at English competences which are programmed in the first semester of the syllabus of School Based Curriculum at the Islamic Senior High School of Daarun Nahdhah Bangkinang, the indicators or the targets that the students must comprehend some text, such as Report text,

Analytical Exposition text, and Narrative text, and they must master about grammatical pattern in each text.

Based on writer's preliminary research at Islamic Boarding School Daarun Nahdhah Thawalib Bangkinang Seberang, the teachers have already taught some text, such as Analytical Exposition text, and simple present tense. Ideally, they should be able to understand analytical exposition text and use simple present tense, but in fact, their simple present tense mastery and their understanding of analytical exposition text are still far from the target. The problems can be seen in the actual symptoms below:

1. Some of the students are not able to write sentences in simple present tense
2. Some of the students are not able to add S at the end of the verb on the third person singular in simple present tense.
3. Some of the students are not able to add ES at the end of the verb ending (ss, ch, sh, x, zz, y, and o) for third person singular in simple present tense.
4. Some of the students are difficult to identify main idea of analytical exposition text.
5. Some of the students are not able to find the message of the text
6. Some of the students are not able to identify the organization text of analytical exposition text.

Based on symptoms above, the writer is interested in conducting a research entitled: **“The Contribution of Students’ Simple Present Tense Mastery Toward Their Reading Comprehension of Analytical Exposition Text at the Second Year of Islamic Senior High School Daarun Nahdhah Thawalb Bangkinang Seberang in Kampar Regency.”**

B. The Definition of the Term

1. Simple present tense mastery

Generally, simple present tense expresses events or situations that exist always, usually habitually; they exist now, have existed in the past, and probably will exist in the future.² And mastery is a condition of having complete control of knowledge³. In this research, Simple present tense mastery is a condition of having complete control of simple present tense. And the writer wants to know about the contribution of this tense toward students’ reading comprehension of analytical exposition text.

2. Reading comprehension

Reading comprehension is highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text type).⁴ Reading comprehension here

²Betty Schramper Azar, *Understanding and Using English Grammar*.(New Jersey: Prentice Hall Regent,1989), pp.2.

³AS. Hornby, *Oxford Advanced Learners Dictionary of Current English*.(Oxford: Oxford University Press, 1974), pp.624.

⁴Janette K. Klinger et al, *Teaching Reading Comprehension to Students with Learning Difficulties*.(London: The Guildford Press), pp.2.

is students' understanding about the text, and the text used in this research is analytical exposition text.

3. Analytical exposition text

Analytical Exposition is text used to persuade the reader or listener that something is case.⁵ Text is a piece of spoken or written language. A text may be considered from the point of view of its structure and/or its function.⁶ In this research, the writer wants to know about students' understanding of this text.

C. The problem

1. The Identification of the Problem

Based on background of the problem above and supported by the phenomena, it is clear that there are many problems faced by students in simple present tense and writing analytical exposition text. To make it clear, it will be identified as follows:

- a) What factors make students unable to write sentences in simple present tense?
- b) What factors make students unable to add S at the end of the verb on the third- person singular in simple present tense?
- c) What factors make students unable to add ES at the end of the verb ending (ss, ch, sh, x, zz, y, and o) for third- person singular in simple present tense?

⁵Rudi Hartono, *Genre of Text*.(Semarang: English Department Faculty of Language and Art Semarang state University, 2008), pp. 6

⁶Richards et al, *Longman Dictionary of Language Teaching and Applied Linguistics*.(England: Longman Group), pp.378

- d) What factors make students difficult to identify main idea of analytical exposition text?
- e) What factor make students unable to get messages of analytical exposition text?
- f) What factors make students difficult to identify organization of text of analytical exposition?

2. The Limitation of the Problem

Based on the identification of the problem above, thus the problems of this research are focused on finding out the contribution of students' simple present tense mastery toward their reading comprehension of Analytical Exposition Text at the Second years of Islamic senior high Daarun Nahdhah Thawalib Bangkinang Seberang in Kampar Regency.

3. Formulation of the Problem

The problems of this research will be formulated in the following research questions:

- a. How is student's simple present tense mastery at the second year of Islamic senior high school Daarun Nahdhah Thawalib Bangkinang Seberang in Kampar regency?
- b. How is students' reading comprehension of analytical exposition text at the second year of Islamic senior high school Daarun Nahdhah Thawalib Bangkinang Seberang in Kampar regency?
- c. Is there any significant contribution of students' simple present tense mastery toward their reading comprehension of analytical

exposition text at the second year of Islamic senior high school Daarun Nahdhah Thawalib Bangkinang Seberang in Kampar regency?

D. The Objectives and the Significance of the Research

1. The Objectives of the Research

- a) To find out how students' simple present tense mastery is
- b) To find out how students' reading comprehension of analytical exposition text is
- c) To find out whether or not there is significant contribution of simple present tense mastery toward reading comprehension of analytical exposition text.

2. The Significance of the Research

- a) To help the writer to enlarge knowledge about simple present tense and analytical exposition text
- b) To give some information to students as well as the English teachers related to students' simple present tense mastery and reading comprehension of analytical exposition text.
- c) To fulfill one of the requirements for the writer to complete his undergraduated degree program at English Education Department and Teachers' Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. The Concept of Reading Comprehension

Reading is an action that always someone do everyday, because reading activity can bring someone to information that someone need. And then, one of aspects that become essential aspect in reading is someone's comprehension about what they read, because reading is a skill to get comprehension from the text, and the text is constructed with some grammatical pattern based on the purpose of the text itself, event formal text or informal text, with good comprehension in reading we will get good information that statet in the text, this statement also stated by Johson¹, he states that reading is the practice of using text to create meaning.

And then, comprehension is the mind's act or power of understanding.² While Based on the Jack C. Richards and Richard Schmidt's explanation, Comprehension is the ability in identification of the intended meaning of written or spoken communication.³

¹Andrew P. Johson, *Teaching Reading and Writing*(New York: Rowman and Littlefield Education, 2008), pp. 3

²AS. Hornby.*Oxford Anvabced Learners Dictionary of Current English*.(Oxford: Oxford University Press, 1974). pp.174.

³Jack C. Richards and Richard Schmid, *Longman Dictionary of Language Teaching and Applied Linguistics*. New York: Pearson Education, 2002. Online, 03 January 2011. *Website: www. library.nu.com*.

Statement above states that reading is an process and one of the ways to get information, and the text is one of the media to get it. Comprehension is the power of understanding, it means that understanding of the text through ability in identification of the meaning of the text and, and all of the needs are combination between the text, eye and brain.

Jannet et al state that reading comprehension is the process of cognitive meaning by coordinating a number of complex process that include words reading, words and world knowledge, and fluency.⁴ He also argues that reading comprehension is highly complex process that involves many interaction between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text type).

Statements above clearly state that Reading comprehension needs many aspects of knowledge, because reading comprehension is not a state, but it is a process to know and to understand the text. Some aspects of knowledge contribute in reading comprehension. Some aspects such as world and world knowledge, grammar, cultural background and understanding of text type are important aspects in comprehending the text.

On the other side, Catherine defines reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. We use the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a

⁴Janette K. Klinger et al, *Teaching Reading Comprehension to Students with Learning Difficulties*.(London: The Guildford Press), pp.2

determinant of reading comprehension.⁵ Furthermore, Harris and Sipay also conclude that “reading comprehension is the result of interaction among the reader’s perception of the graphic symbols that represent language, linguistic skill, cognitive skill, and knowledge of the world.”⁶

Kalayo and Fauzan in their book argue that reading is a process that goes on between the reader and the text, and resulting in comprehension. Text presents the letters, words, sentence and paragraph. To get meaning from the text students use the knowledge, skills and strategies. Reader’s knowledge, skills, and strategies include:

- a. Linguistics competence: the ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentence.
- b. Discourse competence: knowledge of discourse markers and how they connect parts of the text to another.
- c. Sociolinguistic competence: knowledge about different types of texts and their usual structure and content.
- d. Strategic competence: the ability to use top-down strategies as well as knowledge of the language (a bottom-up strategy).⁷

In reading comprehension, there are some strategies that can be used.

Moreillon highlight, there are seven strategies in reading comprehension, such as:

⁵Catherine E. Snow. *Reading for Understanding: Toward a Research and Development Program in Reading Comprehension*. (Arlington: RAND, 2002), p. 11. Online, 10 March 2011. Website: www. Library.nu.com

⁶Albert, J Harris and Edward R Sipay, *How to Increase Reading Ability a Guide to Developmental and Remedial Methods*. (London: The Alpine Press, 1985), pp 21

⁷Kalayo Hasibuan and Fausan Ansyari, *Teaching English as a Foreign Language (TEFL)*. (Pekanbaru: Alaf Riau Graha UNRI Press, 2007) pp. 114

activating or building background, using sensory images, questioning, making prediction and inferences, determining main idea, using fix-up option, and synthesizing.⁸

Based on the theories and explanation above, the writer can conclude that reading comprehension is not merely easy process, but also interactive which entails the readers to comprehend, not only literal meaning of the text, but also text organization, able make the conclusion from the texts. Besides, the readers must get involve emotionally into the contents explicitly and implicitly in the text.

2. Factors that Influence Reading Comprehension

To get good comprehension in reading someone must has many skills and knowledge, because in the reading text any many aspect involved. In this case, Santiago⁹ states that there are two factors that influence reading comprehension.

a. Internal factor

1) Cognitive factor

This factor concerns with language or linguistic schema which refers to grammatical of sentence such as the tenses that is used in the text, the form of the sentence in the text, etc. This statement also stated by Wiratno in his book, he argues that grammatical knowledge has important role in reading comprehension.

⁸Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*.(Chicago:American Library Association, 2007), pp 34

⁹ Slenne Anner Santiago, *Factors Affecting Reading Comprehension* (London: The Guildford Press), pp. 14.

2) Background knowledge

In reading comprehension, background knowledge become important aspect, because what the readers know before or in the past can lead them to comprehend what they read.

3) Affective characteristics

This aspect refers to the reader's purpose, perspective, reader's emotional mood, and their motivation in reading the text.

b. External factor

1) Text variable

Nuttal in Santiago states that the text is the core of the reading process. This aspect will be essential aspect because the appropriate of the text wii lead the reader toward good comprehension.

2) Context variable

Text variable refers to something beyond the text itself, and generally refers to text external factors such as environmental and situational elements, and the larger socio-economic context, and however, the situation in which a reader reads it may change its meaning.

3) Writer variable

Although the writer does not influence the reading act when reader read, but the writer contributes the must to the reading act indirectly. This statement also stated by Taylor, he argues that there is an active cooperation between the reader and the writer in that

the reader tries to get the meaning out of the text by bringing meaning to the written material.

3. The Students' Reading Comprehension

To increase the students' reading comprehension, The Barrett Taxonomy is designed originally to assist classroom teachers and students in developing reading comprehension; it is included in questions or test questions for reading text. Alderson and Uquart stated that there are five Barrett's taxonomies of reading comprehension, they are as follows:

- a. Literal comprehension focuses on ideas and information which are explicitly stated in the reading selection. Literal divide into two type. The first is recognition that requires the students to locate or identify ideas or information explicitly stated in the reading selection. And the second is recall that requires the students to produce from memory ideas and information explicitly stated in the reading selection.
- b. Reorganization is the students are able to analyze, synthesize, and organize ideas and information explicitly stated in reading text. Reorganization is divided into some types, they are:
 - 1) Classifying (placing person, things, and place into groups).
 - 2) Outlining (organizing a selection in outline form).
 - 3) Summarizing (paraphrasing the text).
 - 4) Synthesizing (consolidating information from more than a single source).
- c. Inferential comprehension is Ideas and information used as the basis for making intelligent hypotheses. The students may infer some cases below:

- 1) Supporting details (suggesting additional facts if the students get selection more informative).
 - 2) Main ideas (providing the main idea if it is not stated explicitly).
 - 3) Sequence (conjecturing what will happen when no explicit statement in the text).
 - 4) Comparisons (comparing the information in the paragraphs).
 - 5) Cause and effect relationship.
 - 6) Character traits (hypothesizing characteristics of persons).
 - 7) Predicted outcomes (predicting what will happen as a result of reading part of the text).
 - 8) Figurative language (inferring literal meanings from the figurative use of language).
- d. Evaluation is Requiring response indicating that an evaluative judgment has been made based on the students' experiences and knowledge. The students make the following judgments:
- 1) Reality or fantasy
 - 2) Fact or Opinion
 - 3) Adequacy or Validity
 - 4) Appropriateness Worth, desirability or acceptability
- e. Appreciation is involving all above related to cognitive dimension of reading, requiring to be interesting and emotionally and also affectively to the ideas and information in the reading selection. It is included both the knowledge of, and

the emotion. Appreciation includes both knowledge and emotional response to literary, forms, styles, and structures:

- 1) Emotional response to content
- 2) Identification with characters and incidents.
- 3) Reactions to the speaker's use of language
- 4) Imagery.¹⁰

4.The Concept of Analytical exposition Text

Analytical exposition text is the text that contains arguments or opinions about case. The opinions or arguments are used to persuade reader that the case is important thing. According to Hartono, Analytical exposition text is a text used to persuade the reader or listener that something is case.¹¹ And then, Sudarwati and Crace also argue that analytical exposition text is used to persuade by presenting arguments, and to analyze or explain “why” and “how”.¹²

Each text has text organization or generic structure, according to Pardiyono, Analytical Exposition text has three text organization, thesis, arguments, and reiteration.

a. Thesis

Containing hot topic and brief statement of the writer's position related to the topic.

¹⁰The Barrett Taxonomy of Reading Comprehension, (Scribd Inc, 2011), p. 4-9. Online, 25 April 2011, Website: <http://www.scribd.com>

¹¹Rudi Hartono, *Genre of Text*. (Semarang:English Department Faculty of Language and Art Semarang State University, 2008), pp. 6

¹²Th.M. Sudarwati and Eudia Grace. *Look Ahead an English Course for Senior High School Students Year XI*.(Jakarta: Erlangga,2006), pp. 116

b. Arguments

Containing a description of the writer's arguments or opinions, those arguments are used to prove that the thesis is true.

c. Reiteration

Containing conclusion to reinforce the argument.¹³

The language feature of analytical exposition text

According to Sudarwati and Grace, there are some grammars in analytical exposition text:

- a. Emotive words. e.g. (alarmed, worried)
- b. Words that qualify statements. e.g. (usual, probably)
- c. Words that link arguments. Eg. (firstly, however, on the other hand)
- d. The use of present tense. E.g. (TV attracts us more than a lesson.
- e. The use of compound and complex sentences. E.g. (Andy plays football and Rina water the flower)

Example of Analytical Exposition Text

The Importance of English Language

Personally think that English is the world's most important language. Why do i say that?

Firtsly, English is an international language. It is spoken by many people in the world, either as a first or second langauge. Secondly, English is also the key which opens doors to scientific and technical knowledge, which is needed

¹³Pardiyono, *Teaching Genre- Based Writing*. (Yogyakarta: Andi Yogyakarta, 2007), pp. 219, 210.

for the economic and political development of many countries in the world. Thirdly, English is a top requirement of those seeking jobs. Applicants who master either active or passive English are more favorable than those who don't.

From the facts above, it is obvious that everybody needs to learn English to greet the global era.¹⁴

5. The Concept of Simple Present Tense

Simple present tense is a tense used to indicate or express situation that happened in the past, in the present, and can be still happen in the future. The tense is important tense, because it is always used in daily life, even to indicate habitual, fact exist in the right now, or the fact that exists forever. According to Azar simple present expresses events or situations that exist always, usually habitually; they exist now, have existed in the past, and probably will exist in the future. Moreover, Solahudin states that simple present tense is used to indicate action done continuously.

Furthermore, Thomson, Martinet argues that simple present tense is used in several places:

a. Expressing habitual actions:

e.g : he smokes

b. Asking about or quoting from books, notices, or very recently received letters.

e.g : what does that notice say? It says, ' no parking'

¹⁴Th. M. Sudarwati and Eudia Grace, *Look Ahead an English Course for Senior High School Students Year XI*. (Jakarta:Erlangga, 2006), pp.92.

c. Used in newspaper headlines

e.g : mass murderer escapes

d. Used for dramatic narrative, this is particularly useful when describing the action of a play, opera, etc, and often used by radio commentators.

e.g : when the curtain rises, juliet is writing at her desk. Suddenly the window opens and a masked man enters.

e. Used for a planned future action or series actions.

e.g : we leave for London at 10:00.

f. It must be used instead of the present continuous with verbs which cannot be used in the continuous form.

e.g: I love you

g. Used in conditional sentence

e.g: If I see Ann I'll ask her

h. Used in time clauses

e.g: As soon as he earns any money he spend it.¹⁵

In simple present tense there are some patterns:

Verbal Pattern

Affirmative form : Subject + Verb I

Example : You works (affirmative)

Negative form : Subject + do/does + not + VI

¹⁵A.J Thomson and A.V Martined, *A Practical English Grammar*.(Hornby: Oxford university press, 1986), pp.160

| | |
|-------------------|--|
| Example | : You do not work |
| Interogative form | : Do/Does + subject + VI |
| Example | : Do you work? |
| Nominal Pattern | |
| Affirmative form | : Subject + is/am/are + Subject Complement |
| Example | : He is a dentist |
| Negative form | : Subject + is/am/are + not + Subject Complement |
| Example | : You are not a dentist |
| Interogative | : Are/am/is + Subject + Subject Complement |
| Example | : are you a dentist? |

And then, simple present tense also has rule in adding –s and –es in a verb for three person singular

a. The rule in adding –es

- 1) If the base form ending by –ss

Example : Pass : Passes

- 2) If base form ending by –z

Example : Buzz : Buzzes

- 3) If base form ending by –ch

Example : Catch : Catches

- 4) If base form ending by –sh

Example : Finish : Finishes

- 5) If base form ending by –x

Example : Mix : Mixes

6) If base form ending by- o

Example : Do : Does

7) If base form ending by -y and there is consonant before -y, then -y

is changed by -i, then given -es

Example : Carry : Carries

The additional -s in the end of verbs in simple present is except the points above.

Example : Play : Plays¹⁶

Adverb of Frequency

| | |
|-----------|---------------------------------|
| Always | : all of the time |
| Usually | : most of the time |
| Often | : much of the time |
| Sometimes | : soome of time |
| Seldom | : almost never |
| Never | : not at any time ¹⁷ |

Adver of Time

There are some adverbs of time in simple presen tense, such as in the morning/ afternoon/evening, every day/ week/ month/year, twice day, every morning/afternoon/night, etc.

¹⁶ M. Solahudin, *Kamus Istilah Tata Bahasa Inggris:Grammar*. (Jogjakarta: Think Jogjakarta ,2008), pp 348.

¹⁷Robert Krohn, *English Sentence Structure*.(USA: The University of Michigan, 1986), pp 17

6. Bloom's Taxonomy of Thinking Processes

Table II.1

| Level of Taxonomy | Definition | Student Roles | Action Verbs |
|-------------------------------|---|---|--|
| Knowledge | Recall of specific information | Responds Absorbs Remembers Recognizes | tell; list; define; name; identify; state; remember; repeat |
| Comprehension (understanding) | Understanding of communicated information | Explains, translate, demonstrates, Interprets | Transform, change, restate, describe; explain; review; paraphrase; relate; generalize; infer. |
| Application (using) | Use of rules, concepts, principles, and theories in new situations | Solves problem Demonstrates Uses knowledge Construct | Apply; practice; employ; use; demonstrate; illustrate; show; report |
| Analysis (taking part) | Breaking down information into parts | Discusses Uncovers Lists Dissects | Analyze; dissect; distinguish; examine; compare; contrast; survey; investigate; separate; categorize; classify; organize |
| Synthesis (creating new) | Putting together of ideas into a new unique plan | Discusses Generalize Relates Contrast | Create; invent; compose; construct; design; modify; imagine; produce; propose; what if |
| Evaluation (judging) | Judging the value of materials or ideas on the basis of set standards or criteria | Judges, dispute, form opinion, debates | Judge; decide; select; justify; evaluate; Critique; debate; verify; recommend; assess. |

Richards and Renandya¹⁸

¹⁸Jack Richards and Willy A, Renandya. *Methodology in Language Teaching*. (United State of America: Cambridge University Press, 2002), pp. 38

7. Contribution of Tenses Toward Reading Comprehension.

Tenses is one of aspects in linguistic competence that influence reading comprehension, because each of reading has specific grammatical based on the purpose of the text itself. According to Wiranto in his book that tenses mastery will be important when we face text, because text usually use specific tense in its writing.¹⁹

According to Jung, reading comprehension is mostly conceptual, it still is affected by the knowledge of grammar either directly or indirectly.²⁰ Grammar is one of the knowledge that is needed in the four skills in English, even in writing, listening, speaking and reading.

And then, Brown argues that in reading comprehension there are microskills that contribute in reading comprehension, and this skill consists of recognizing a core words, recognize grammatical world classes, such as nouns, verbs etc, and recognizing the system, such as tenses, pluralization, pattern, etc.²¹

Grammar has an important role in reading, because the purpose of reading is to get the meaning about the sentence, or the text. And grammar can instruct the reader toward good comprehension of the sentence and the text, so, we can conclude that grammar contributes in reading comprehension.

One of the important grammar is tense, tense is always found in some texts, because tense indicates the time in the text. Some tenses are often found in

¹⁹Drs. Tri Wiratno, *Mencerna Buku Teks Bahasa Inggris Melalui Pemahaman Grammatika* (Yogyakarta: Pustaka Pelajar. 1997), pp. 42.

²⁰Jookyoung Jung, *Second Language Reading and the Role of Grammar*. (Columbia: Columbia University Working Papers in TESOL & Applied Linguistics, Vol. 9, No. 2), pp.1.

²¹H.Douglas Brown, *Language Assessment Principles and Classroom Practice*.(California:Longman, 2003), pp. 188.

several texts, one of them is simple present tense. Generally, simple present tense is the tense that is used to indicate the activities that will be done continuously. Simple present tense is also always present in a variety of readings, and one of the texts that use this tense is analytical exposition text.

Analytical exposition text is a text that contains about case and there are arguments to support the topic, in this text, there are some grammatical patterns, and one of them is simple present tense. Simple present tense and analytical exposition text are the two things interrelated, because one of the grammar available in this text is the simple present tense, so, based on theory above, we can conclude that this tense is so important and contributes in understanding this text.

B. Relevant Research

1. A research by Masyita at 2002, an alumnus of state islamic university of sultan syarif kasim riau, entitled: a study on the mastery of simple present tense of the third year students at MTs Diniyah Puteri Pekanbaru. This research was aimed to know the mastery of simple present tense of the third year students at MTs Diniyah Puteri Pekanbaru, and she found that the average percentage of the students' scores is 39,25% while 60,75%, and their level is categorized low.
2. A research by Saparini at 2008, an alumnus of state islamic university of sultan syarif kasim riau, entitled students' mastery of negative forms in simple present and present progressive at the second year of MTs Hasanah Pekanbaru. This research was aimed to know student's mastery of negative

forms of simple present and present progressive at the second year students of MTs Hasanah Pekanbaru, and she found that:

- a) 10.36% of the students' mastery of negative forms was poor scores
- b) 20.72% of the students' mastery of negative forms was fair scores
- c) 36.04% of the students' mastery of negative forms was fairly-good scores
- d) 25.67% of the students' mastery of negative forms was good scores
- e) While the rest 7.21% the students got excellent scores.

C. The Operational Concept

The operational concept is a main element to avoid misunderstanding and misinterpretation from the research in carrying out this research. It is necessary to clarify briefly the variable used in analyzing the data. In this research, there are two variables:

1. Variable X is students' simple present tense mastery.
2. Variable Y is students' reading comprehension of analytical exposition text

Variable X is independent variable; the students' simple present tense mastery can be seen in the following indicators:

1. The students can apply the formula of simple present tense:
 - a) Nominal pattern
 - b) Verbal pattern
2. The students can apply the adding S at the end of the third- person singular in simple present tense

3. The students can apply the adding ES at the end of the verb ending (ss, ch, sh, x, zz, y, and o) in simple present tense.
4. The students can apply the adverb of frequency in simple present tense
5. The students can apply the adverb of time in simple present tense

Variable Y is dependent variable; the students' reading comprehension of analytical exposition text can be seen as follows:

1. Students are able to recognize topic of the text
2. Students are able to identify information stated in the reading
3. students are able to find main idea of the paragraph
4. Students are able to infer supporting details of the text
5. Students are able to evaluate the structure of the text

D. The Assumption and The Hypothesis

1. The Assumption

The higher students's simple present tense mastery is, the better students's reading comprehension of Analytical Exposition Text.

2. The Hypothesis

Ha: There is a significant contribution of students' simple present tense mastery toward their reading comprehension of analytical exposition text at the second year of Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang Seberang in Kampar regency

Ho: There is no significant contribution of students' simple present tense mastery toward their reading comprehension of analytical

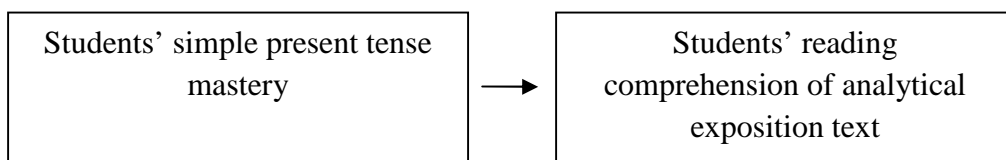
exposition text at the second year of Islamic Senior High School
Daarun Nahdhah Thawalib Bangkinang Seberang in Kampar
regency

CHAPTER III

RESEARCH METHOD

A. The Research Design

The design of this research is categorized into correlational research which consist of two variables. The first variable is students' simple present tense mastery as the independent variable(X) and the second variable is students' reading comprehension of analytical exposition text as dependent variable(Y). The diagram below are the design of the research.



B. The Location and The Time of the Research

The research had been conducted at the second years students of Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang Seberang, from August to September 2011.

C. The Subject and the Object of the reseach

1. The subject of the research was the second year students of islamic senior high school Daarun Nahdhah Thawalib Bangkinang Seberang.
2. The object of the research was students' simple present tense mastery and their reading comprehension of analytical exposition text.

D. Population and the Sample of the Research

The population of this research was the students at the second year of islamic senior high school Daarun Nahdhah Thawalib Bangkinang Seberang.

The number of population was 142 students which consisted of four classes. Because the population was relatively large, then the writer only took 25% of them. Suharsimi arikunto states that if the amount of the subject is more than 100, it is better to take sample about 10-15% or 20-25%. The sampling technique of this teseach is proportional random sampling technique.¹

TABLE III.1

The Population of the Second Year Students of Islamic Senior High School Daarun Nahdhah

| No | Class | Population | | | Sample |
|-------|-------|------------|------|-------|--------|
| | | Female | Male | Total | |
| 1 | XI 1 | 17 | 20 | 37 | 34 |
| 2 | XI 2 | 21 | 14 | 35 | |
| 3 | XI 3 | 21 | 13 | 34 | |
| 4 | XI 4 | 24 | 12 | 36 | |
| Total | | 88 | 54 | 142 | 34 |

E. The Technique of Data Collection

The istruments used to collect the data were multiple choice test, used to measure the students' simple present tense mastery and the students' reading comprehension of analytical exposition text. For multiple-choice item, they had to choose one correct answer between four options provided.

¹Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik.*(Jakarta:PT Rineka Cipta), pp. 134

F. The Technique of Data Analysis

To find out whether there is significant contribution of students' simple present tense mastery toward their reading comprehension of analytical exposition text, the writer used simple regresi by SPSS 16 calculation, and the formula of simple regresi as follows:

$$\hat{Y} = a + bX$$

$$a = \frac{(\sum Y)(\sum X^2) - (\sum X)(\sum XY)}{n \sum X^2 - (\sum X)^2}$$

$$b = \frac{N \sum XY - (\sum X)(\sum Y)}{N \sum X^2 - (\sum X)^2}$$

G. The Reliability and the Validity of the Test

According to Brown², reliability has to do with accuracy of measurement. This kind of accuracy is reflected to obtain of similar results when measurement is repeated on different occasions or with different instruments or by different persons. The characteristic of reliability is sometimes termed consistency. Meaning that, we can say the test is reliable when an examinee's results are consistent on repeated measurement. To obtain the reliability of the test, it must be known the Mean and Standard Deviation of test. Validity in general refers to appropriateness of a given test or any of its component parts as measurement of what it is purposed to measure. It means, the test will be valid to the extent that is measured what it is supposed to measure.

²H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*. (New York: Pearson Education Inc, 2003) pp. 19-27

The validity and reliability is related. It is possible for a test to be reliable without being valid for a specified purpose, but it is impossible for a test to be valid without first being reliable. To know the reliability of the test, the writer used the following formula;

$$r_{ii} = \frac{N}{N-1} \left[1 - \frac{m(m-N)}{N\sigma^2} \right]$$

r_{ii} = thereliability

N = thenumberitemoftesr

m = themeanscoreofthetest

X = thestandarddeviationofthetest

Heaton³

The Categories of test reliability based on Tambunan in Dina are as follows:

- 0.0 – 0.20** = Reliability is low
- 0.21 – 0.40** = Reliability is sufficient
- 0.41 – 0.70** = Reliability is high
- 0.70 -1.0** = realiability is very high

³J.B. Heaton, *Writing English Language Tests*. (New York: Cambridge University Press, 1988),p. 164

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. The Description of the Research Variables

The data of the research are the scores of students' Simple present tense mastery, (the score of variable X-test) and the scores of students' reading comprehension of analytical exposition text (the score of variable Y-test). Before the tests were given, the writer had tried out of simple present tense test of 34 students in order to know the item difficulties of the test. After the writer gave a try out, then the writer distributed the test of simple present tense. It was about 25 items. And then, the test for variable Y was reading comprehension of Analytical exposition text. The test was multiple choice items that consisted of 25 questions. Before the tests were given, the writer had tried out of reading comprehension test of 34 students in order to know the item difficulties of the test. And each test had classification of score as follow:

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 (in Samsu Duha)¹**B. The Data Presentation**

The data of the research were the scores of the students' simple present tense mastery test and the students' reading comprehension of analytical exposition text test. The data were collected through the tryout. The writer gave 25 items of simple present tense test to 34 students. And then, the writer gave 25 questions for tryout in reading comprehension test. They were calculated to know the item difficulties. After that the simple present tense test was given to 34 students as the sample of this research. And the last was the reading comprehension test was given to 34 students that consisted of 25 questions.

¹Samsu Duha, *The Contribution of Tenses Mastery toward Students' Performance in Writing Narrative Paragraph at the Second Year of Senior High School of Al-kaustar Sail Pekanbaru*. (Pekanbaru: Unpublished ,2009), pp. 54

1. Students' Simple Present tense mastery

The following table is the description of students' simple present tense scores.

Table IV.2
STUDENTS' SCORE OF SIMPLE PRESENT TENSE MASTERY

| STUDENTS | SCORE | CATEGORY | STUDENTS | SCORE | CATEGORY |
|-----------------|--------------|-----------------|-----------------|--------------|-----------------|
| Students 1 | 68 | Good | Students 18 | 68 | Good |
| Students 2 | 68 | Good | Students 19 | 52 | Less |
| Students 3 | 80 | Very Good | Students 20 | 44 | Fail |
| Students 4 | 68 | Good | Students 21 | 56 | Enough |
| Students 5 | 56 | Enough | Students 22 | 88 | Very good |
| Students 6 | 64 | Enough | Students 23 | 64 | Enough |
| Students 7 | 52 | Less | Students 24 | 92 | Very Good |
| Students 8 | 56 | Enough | Students 25 | 56 | Enough |
| Students 9 | 72 | Good | Students 26 | 60 | Enough |
| Students 10 | 80 | Very Good | Students 27 | 92 | Very Good |
| Students 11 | 52 | Less | Students 28 | 68 | Good |
| Students 12 | 76 | Good | Students 29 | 64 | Enough |
| Students 13 | 64 | Enough | Students 30 | 44 | Fail |
| Students 14 | 60 | Enough | Students 31 | 76 | Good |
| Students 15 | 80 | Very Good | Students 32 | 68 | Good |
| Students 16 | 68 | Good | Students 33 | 68 | Good |
| Students 17 | 68 | Good | Students 34 | 56 | Enough |

Table IV.3**PERCENTAGE OF SIMPLE PRESENT TENSE MASTERY SCORE**

| NO | CATEGORY | FREQUENCY | PERCENTAGE |
|-----------|-----------------|------------------|-------------------|
| 1 | Fail | 2 | 5.882% |
| 2 | Less | 3 | 8.823% |
| 3 | Enough | 11 | 32.352% |
| 4 | Good | 12 | 35.294% |
| 5 | Very Good | 6 | 17.647% |
| | Total | 34 | 100% |

From the table above, it can be seen that the students' simple present tense mastery in answering the multiple choice 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 (17.647%), the students who got good category were 12 students (35.294%), while for enough category, there are 11 students (32.352%), the students who got less category were 3 (8.823%), and there were 2 (5.882%) who got fail.

Besides the classification above, the writer tried to find out the distribution of the students' frequency of simple present tense mastery score. It can be seen in the following table:

Table IV.4

**THE DISTRIBUTION OF FREQUENCY OF STUDENTS'
SIMPLE PRESENT TENSE TEST SCORE**

| Score | Frequency | Percentage (%) |
|--------------|------------------|-----------------------|
| 44 | 2 | 5.88% |
| 52 | 3 | 8.82% |
| 56 | 5 | 14.70% |
| 60 | 2 | 5.88% |
| 64 | 4 | 11.76% |
| 68 | 9 | 26.47% |
| 72 | 1 | 2.94% |
| 76 | 2 | 5.88% |
| 80 | 3 | 8.82% |
| 88 | 1 | 2.94% |
| 92 | 2 | 5.88% |
| Total | 34 | 100% |

Based on the table above, it can be seen that there were 2 students who got score 44 (5.88%), 3 students got score 52 (8.82%), 5 students got score 56 (14.70%), 2 students got score 60 (5.88%), 4 students got score 64 (11.76%), 9 students got score 68 (26.47%), 1 students got score 72 (2.94%), 2 students got score 76 (5.8%), 3 students got score 80 (8.82%), 1 student got score 88 (2.94%) and 2 students got score 92 (5.88%) The highest frequency was 9 at the score 68 (26.47%). The total frequency was 34

2. Students' Reading Comprehension

Table IV.5

STUDENTS' SCORE OF READING COMPREHENSION

| STUDENTS | SCORE | CATEGORY | STUDENTS | SCORE | CATEGORY |
|-------------|-------|-----------|-------------|-------|-----------|
| Students 1 | 64 | Enough | Students 18 | 60 | Enough |
| Students 2 | 80 | Very Good | Students 19 | 48 | Less |
| Students 3 | 76 | Good | Students 20 | 48 | Less |
| Students 4 | 68 | Good | Students 21 | 64 | Enough |
| Students 5 | 56 | Enough | Students 22 | 80 | Very Good |
| Students 6 | 52 | Less | Students 23 | 48 | Less |
| Students 7 | 40 | Fail | Students 24 | 76 | Good |
| Students 8 | 44 | Fail | Students 25 | 60 | Enough |
| Students 9 | 68 | Good | Students 26 | 44 | Fail |
| Students 10 | 72 | Good | Students 27 | 84 | Very Good |
| Students 11 | 60 | Enough | Students 28 | 68 | Good |
| Students 12 | 72 | Good | Students 29 | 68 | Good |
| Students 13 | 52 | Less | Students 30 | 48 | Less |
| Students 14 | 48 | Less | Students 31 | 56 | Enough |
| Students 15 | 92 | Very Good | Students 32 | 56 | Enough |
| Students 16 | 64 | Enough | Students 33 | 52 | Less |
| Students 17 | 64 | Enough | Students 34 | 48 | Less |

Table IV.6**PERCENTAGE OF READING COMPREHENSION SCORE**

| NO | CATEGORY | FREQUENCY | PERCENTAGE |
|----|-----------|-----------|------------|
| 1 | Very Good | 4 | 11.76% |
| 2 | Good | 8 | 23.52% |
| 3 | Enough | 10 | 29.41% |
| | Less | 9 | 26.47% |
| 4 | Fail | 3 | 8.82% |
| | Total | 34 | 100% |

From the table above, it can be seen the students' reading comprehension of analytical exposition text in answering the multiple choice items 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 4 students (11.76%), the students who got good category were 8 students (23.52%), while for enough category, there were 10 students (29.41%), the students who got less category were 9 (26.47%), and the students who got fail were 3 students(8.82%).

Besides the classification above, the writer tried to find out the distribution of the students' frequency of reading comprehension score. It can be seen in the following table:

Table IV.7

**THE DISTRIBUTION OF FREQUENCY OF STUDENTS'
READING COMPREHENSION SCORE**

| Score | Frequency | Percentage (%) |
|--------------|------------------|-----------------------|
| 40 | 1 | 2.94% |
| 44 | 2 | 5.88% |
| 48 | 6 | 17.64% |
| 52 | 3 | 8.82% |
| 56 | 3 | 8.82% |
| 60 | 3 | 8.82% |
| 64 | 4 | 11.76% |
| 68 | 4 | 11.76% |
| 72 | 2 | 5.88% |
| 76 | 2 | 5.88% |
| 80 | 2 | 5.88% |
| 84 | 1 | 2.94% |
| 92 | 1 | 2.94% |
| Total | 34 | 100% |

Based on the table above, it can be seen that there was who 1 student got score 40 (2.84%), 2 students got score 44 (5.88%), 6 students got score 48 (17.647%), 3 students got score 52 (8.82%), 3 students got score 56 (8.82%),

3 students got score 60 (8.82%), 4 students got score 64 (11.76%), 4 students got score 68(11.76%). 2 students got score 72 (5.88%), 2 students got 76 (5.88%), 2 students got 80 (5.88%), 1 students got 84 (2.94%), and 1 student got 92 (2.94%)
The highest frequency was 6 at the score 48 (17.64%). The total frequency was 34.

3. Distribution Scores of Students' Simple Present Tense mastery and Reading Comprehension of Analytical Exposition Text (X & Y)

Table IV.8
THE RESULT OF VARIABLE X AND Y

| STUDENTS | SCORE | |
|-------------|------------------------------|-----------------------|
| | Simple Present Tense Mastery | Reading Comprehension |
| Students 1 | 68 | 64 |
| Students 2 | 68 | 80 |
| Students 3 | 80 | 76 |
| Students 4 | 68 | 68 |
| Students 5 | 56 | 56 |
| Students 6 | 64 | 52 |
| Students 7 | 52 | 40 |
| Students 8 | 56 | 44 |
| Students 9 | 72 | 68 |
| Students 10 | 80 | 72 |
| Students 11 | 52 | 60 |
| Students 12 | 76 | 72 |
| Students 13 | 64 | 52 |
| Students 14 | 60 | 48 |
| Students 15 | 80 | 92 |
| Students 16 | 68 | 64 |
| Students 17 | 68 | 64 |
| Students 18 | 68 | 60 |
| Students 19 | 52 | 48 |
| Students 20 | 44 | 48 |
| Students 21 | 56 | 64 |
| Students 22 | 88 | 80 |
| Students 23 | 64 | 48 |
| Students 24 | 92 | 76 |
| Students 25 | 56 | 60 |
| Students 26 | 60 | 44 |
| Students 27 | 92 | 84 |
| Students 28 | 68 | 68 |
| Students 29 | 64 | 68 |
| Students 30 | 44 | 48 |
| Students 31 | 76 | 56 |
| Students 32 | 68 | 56 |
| Students 33 | 68 | 52 |
| Students 34 | 56 | 48 |

To know whether each item of test instrument fulfilled the standard value or not, the writer analyzed the item difficulty. The standard facility value used

was > 0.30 and < 0.70 (J.B. Heaton, 1975:172). The facility 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:

$$FV = \frac{R}{N}$$

Where:

FV = Facility Value (Difficulty level)

R = the number of correct answers

N = the number of students

For example, if the item number 1 was correct answered by 12 students of 34 students, the difficulty could be calculated as follows:

$$\begin{aligned} FV &= \frac{R}{N} \\ &= \frac{12}{34} \\ &= 0.35 \end{aligned}$$

If the facility value is changed into percentage, it could be calculated $0.35 \times 100\% = 35$. So, the facility value is considered standard and could be used to get data. In other words, the item did not need changing. After doing the calculation of item difficulty, the researcher found that there were four items which did not

fulfill the standard facility value of simple present tense test. They were item number 2, 3, 13 and 18. And for reading comprehension test there were three items which did not fulfill the standard facility value, they were 7, 9, and 12. Those items needed modification before they were used to get data.

C. The Data Analysis

The data analysis presented the statistical result was followed by the discussion about the contribution of students' simple present tense mastery toward their reading comprehension of analytical exposition text at the second year of Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang Seberang Kampar regency. To analyze the data, the writer used the Simple Regression formula by using SPSS 16.0 version.

1. Students' Simple Present Tense Mastery

The data of students' simple present tense scores were obtained from the result of their simple present tense test. The data can be described as follows:

Table IV.9**MEAN OF STUDENTS' SIMPLE PRESENT TENSE SCORES**

| Score (X) | Frequency | FX |
|-----------|-----------|------|
| 44 | 2 | 88 |
| 52 | 3 | 156 |
| 56 | 5 | 280 |
| 60 | 2 | 120 |
| 64 | 4 | 256 |
| 68 | 9 | 612 |
| 72 | 1 | 72 |
| 76 | 2 | 152 |
| 80 | 3 | 240 |
| 88 | 1 | 88 |
| 92 | 2 | 184 |
| Total | 34 | 2248 |

To measure the mean of simple present tense mastery score, the writer used the following formula:

$$\begin{aligned} \text{Mean} &= \frac{\sum fx}{n} \\ &= \frac{2248}{34} \\ &= 66.1 \end{aligned}$$

From the calculation above, it is known that mean of simple present tense mastery score is 66.1. Based on the table of classification of students' score by sudijana, 66.1, it is categorized into good. It means that the students' simple present tense mastery is categorized into good level.

2. Students' Reading Comprehension of Analytical Exposition Text

To know how the students' reading comprehension of analytical exposition text was, it was known by calculating mean of reading comprehension score. The data can be described as follows:

Table IV.10
MEAN OF STUDENTS' READING COMPREHENSION SCORES

| Score (X) | Frequency | FX |
|-----------|-----------|------|
| 40 | 1 | 40 |
| 44 | 2 | 88 |
| 48 | 6 | 288 |
| 52 | 3 | 168 |
| 56 | 3 | 168 |
| 60 | 3 | 180 |
| 64 | 4 | 256 |
| 68 | 4 | 272 |
| 72 | 2 | 144 |
| 76 | 2 | 152 |
| 80 | 2 | 160 |
| 84 | 1 | 84 |
| 92 | 1 | 92 |
| Total | 34 | 2080 |

To measure the mean of students reading comprehension score, the writer used the following formula:

$$\begin{aligned} \text{Mean} &= \frac{\sum fy}{n} \\ &= \frac{2080}{34} \\ &= 61.1 \end{aligned}$$

From the calculation above, it was known that mean of reading comprehension of analytical exposition text is 61.1. Based on the table of classification of students' score by Sudijana, 61.1, it is categorized into enough. It means that the students' reading comprehension of analytical exposition text is categorized into enough level.

3. Contribution of Students' Simple Present Tense Mastery toward Reading Comprehension of Analytical Exposition Text (X & Y)

Table IV.11

THE RESULT OF VARIABLE X AND Y

| STUDENTS | SCORE | |
|-------------|------------------------------|-----------------------|
| | Simple Present Tense Mastery | Reading Comprehension |
| Students 1 | 68 | 64 |
| Students 2 | 68 | 80 |
| Students 3 | 80 | 76 |
| Students 4 | 68 | 68 |
| Students 5 | 56 | 56 |
| Students 6 | 64 | 52 |
| Students 7 | 52 | 40 |
| Students 8 | 56 | 44 |
| Students 9 | 72 | 68 |
| Students 10 | 80 | 72 |
| Students 11 | 52 | 60 |
| Students 12 | 76 | 72 |
| Students 13 | 64 | 52 |
| Students 14 | 60 | 48 |
| Students 15 | 80 | 92 |
| Students 16 | 68 | 64 |
| Students 17 | 68 | 64 |
| Students 18 | 68 | 60 |
| Students 19 | 52 | 48 |
| Students 20 | 44 | 48 |
| Students 21 | 56 | 64 |
| Students 22 | 88 | 80 |
| Students 23 | 64 | 48 |
| Students 24 | 92 | 76 |
| Students 25 | 56 | 60 |
| Students 26 | 60 | 44 |
| Students 27 | 92 | 84 |
| Students 28 | 68 | 68 |
| Students 29 | 64 | 68 |
| Students 30 | 44 | 48 |
| Students 31 | 76 | 56 |
| Students 32 | 68 | 56 |
| Students 33 | 68 | 52 |
| Students 34 | 56 | 48 |

Table IV.12**Descriptive Statistics**

| | Mean | Std. Deviation | N |
|---------|---------|----------------|----|
| Reading | 61.1765 | 12.89696 | 34 |
| Tense | 66.1176 | 12.11001 | 34 |

Based on the table above, it can be seen that Mean (Mx) and Standard deviation () of variable X or the students' simple present tense mastery are 66.1176 and 12.11001, while the Mean (Mx) and Standard Deviation of variable (Y) or the students' ability in reading comprehension of analytical exposition text are 61.1765 and 12.89696

To determine the percentage of the contribution of simple present tense toward reading comprehension of analytical exposition text can be known from calculation by using SPSS 16.0 version. It can be seen through the following table.

Table IV.13**Model Summary^b**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .772 ^a | .596 | .583 | 8.32349 |

a. Predictors: (Constant), tense

The table above explain the big percentace of independent variable toward dependent variable. the value of determine coofficient is 0.596, it means that the effect of independent variable toward dependent variable is 59.6%. And 40.4% (100%-59.6%) is influenced by others variables.

To know whether there is contribution significant or not of variable X toward variable Y, it can be seen from table below:

Table IV.14

Coefficients^a

| Model | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. | 95% Confidence Interval for B | |
|--------------|-----------------------------|------------|---------------------------|-------|------|-------------------------------|-------------|
| | B | Std. Error | Beta | | | Lower Bound | Upper Bound |
| 1 (Constant) | 6.811 | 8.039 | | .847 | .403 | -9.563 | 23.185 |
| Tense | .822 | .120 | .772 | 6.872 | .000 | .579 | 1.066 |

a. Dependent Variable: reading

Table above explains about the changes of variable Y for each changes of variable X as big as one unit. It means that, if indepenet variable increases one point, so the average of dependet variable will increase for 0.822. And to know whether there is contribution or not of indepenet variable(X) toward dependent variable(Y), it can be seen from score of “sig”. Ho is rejected if sig.<0.05 and Ho is accepted if sig.>0.05. from table above, we can see that (sig.<0.05), sig.0.000<0.05 so, Ho is rejected and Ha is accepted, it means that there is contribution significant of variable X toward variable Y.

CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclusion

Based on the data analysis explained in chapter IV, finally, the research about the contribution of simple present tense mastery toward reading comprehension of analytical exposition text at the second year students of Islamic senior high School Daarun Nahdhah Thawalib Bangkinang Seberang Kampar Regency, comes to the conclusions as follows:

1. Mean of students' simple present tense scores is 66.117, so, simple present tense mastery of the second year students of Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang Seberang in Kampar Regency is categorized into good.
2. Mean of students' reading comprehension score is 61.176, so, the reading comprehension of analytical exposition text at the second year students of Islamic senior high School Daarun Nahdhah Thawalib Bangkinang Seberang in Kampar Regency is categorized into enough.
3. Score of significant is 0,000. The significant is smaller than 0,05 (sig.<0.05) based on data above, the writer can conclude that H_a is accepted and H_o is rejected. It means that there is positive significant contribution of X toward Y (students' simple present tense mastery toward their reading comprehension of analytical exposition text at the second year of Islamic senior high school Daarun Nahdhah Thawalib Bangkinang Seberang in Kampar Regency). The percentage of the contribution of simple present tense mastery toward reading

comprehension of analytical exposition text is 0.596%. It means that the contribution of simple present tense mastery toward reading comprehension of analytical exposition text is 59.6% and 40.4% is influenced by other factors.

B. Suggestion

After finishing this research, the writer gives some suggestions to the teachers.

From the conclusion of the research above, it is known that there is a significant contribution of simple present tense mastery toward reading comprehension of analytical exposition text. Because of that, knowing about the simple present tense will help the students construct the meaning of the sentence in reading the text, especially in analytical exposition text. And the suggestions as follows:

1. The teachers should take care of students' simple present tense mastery. Because this tense is one of the important tenses, always used in many texts
2. The students should master simple present tense
3. Teacher makes reading as habitual activities for students in the school.
4. Teachers should give various titles to improve students' comprehension of analytical exposition text.

5. Teachers should ensure students' comprehension about analytical exposition text
6. Teachers should choose the most appropriate method in teaching present tense and analytical exposition text.

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