



**THE CORRELATION BETWEEN SIMPLE PRESENT TENSE MASTERY AND  
DESCRIPTIVE PARAGRAPH WRITING ABILITY OF THE ELEVENTH-GRADE  
STUDENTS OF SMAN 1 BLAHBATUH**

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**Abstract:** The present study used an ex-post facto research design that figure out the correlation between simple present tense mastery and descriptive paragraph writing ability of the eleventh-grade students of SMAN 1 Blahbatuh in academic year 2022/202. The present research sample consisted of 60 students from 247 populations of the eleventh-grade students of SMAN 1 Blahbatuh in academic year 2022/2023. Chosen by random sampling method that chosen by the teacher. The data were collected by administering the research instrument in the form of sentence writing test and descriptive paragraph tests. The obtained data were analyzed by using Pearson product-moment correlation and T-test. The data analysis result showed that the students' simple present tense mastery correlated with their descriptive paragraph writing ability. To sum up, the present research findings finally confirmed that there was a significant correlation between simple present tense mastery and descriptive paragraph writing ability of the eleventh-grade students of SMAN 1 Blahbatuh in academic year 2022/2023.

**Keywords:** correlation, descriptive paragraph, simple present tense, writing ability

## INTRODUCTION

Writing skill is one of the important competencies for students because language is not only in spoken form but also in written form. Although is not an easy task because the students are usually reluctant to correct, teachers have a great responsibility in the time of guiding the writing process (Williyan & Darma, 2022). Writing skills is not as easy as you think because based on my experience is that students usually think that writing is a complex process which they prefer to avoid, but the fact is students feel discouraged when receiving a paper filled with correction and, of course, a bad grade, which might result in diluted interest towards writing and therefore, students could feel reluctant to be corrected. So, teachers have the responsibility to encourage students to feel comfortable when writing and involve them in this process. Students after they feel included as part of a writing project may show interest in improving this writing skill and the teacher can make corrections as a usual classroom activity. In this way, students can understand that writing is an endless procedure but one in which they can improve.

Writing as a means of communication is one of the basic skills students must master at the university level. Lyons and Heisley (2006) state that writing is a very complex process involving the ability to construct a text that expresses the writer's idea effectively. According to Oshima and Hogue (2007), academic writing is the kind of writing used in high school and college classes. However, many authors also proposed writing skills for performing writing tasks. for instance, Hyland (2003) states that the process of writing is a need to develop "students' abilities to plan, define a rhetorical problem and propose and evaluate solutions" which can be interpreted as the guidance that teachers have to provide to develop strategies for generating, drafting and refining ideas. Finally, Sharfuddin (2019) has revealed that the analysis indicated there was a significant correlation between simple present tense and descriptive paragraph writing ability of descriptive text.

Writing is a system of graphic symbols that can be used to convey meaning and also as an act of composing a text. The students are expected to be able to communicate in English using the correct structure (Darma et al., 2023). Structure or grammar is one of the basic components of language which must be learned by students. Brown (2001) state that grammar competence as a major component of communication has an important position and tenses which are considered the most difficult skill to learn from Indonesian students. Knowing grammar will help people to comprehend what other people say or write. The students usually face difficulty in English grammar which is arranging words into correct utterances or sentences. When we communicate, both in written and spoken ways with other people, we should not only have a good vocabulary but also correct grammar.

In writing, without grammar, it is hard for people to understand what people say or write because grammar makes a string of words or utterances meaningful. To be a good writer or at least to be able to make an acceptable sentence based on the rules, the students have to master grammar since it is the basic rule of language (Williyan, 2022). The common mistake of grammar can be seen in the use of simple present tense when the learners try to construct a descriptive paragraph. Many students still have difficulties in mastering grammar as one of the components of writing, especially the use of simple present tense in descriptive paragraph writing. Grammar is also called organization words that combine into sentences to express thought and feeling or to express an idea in writing. Following the explanations above, the previous theories about grammar mastery and writing skills have convinced the researcher that grammar is important that can help students when students want to improve their writing skills and it can give an impact on the learning process.

## **METHODOLOGY**

This research was categorized as correlation research. Ex-post facto research is used to investigate the relationship when the researcher cannot randomly assign the samples to different conditions or directly manipulate the independent variable. According to Cohen et al. (2005), ex-post facto research is a method of teasing out possible attendance of events that have happened and cannot be engineered or manipulated by the investigator. In addition, the characteristic of ex-post facto is the researcher took the effort and examines the data retrospectively to establish causes, relationship, or associations and their meanings.

Ary et al. (2010) state that ex-post facto research is conducted after variation in the variable of interest has already been determined in the natural course of events. This method's purpose is to investigate the cause-and-effect relationship between independent and dependent variables. An ex-post facto study is to state the research problem, usually in the form of a question. This research was conducted because the researcher wants to figure out whether there is a significant correlation between simple present tense mastery and descriptive paragraph writing ability of the eleventh-grade students of SMAN 1 Blahbatuh in the academic year 2022/2023.

## **FINDINGS AND DISCUSSION**

In the present study, the researcher found a significant correlation between simple present tense mastery and descriptive paragraph writing ability of the eleventh-grade students' of SMAN 1 Blahbatuh in academic year 2022/2023. The results were also supported by Cowan (2008), who states that simple present tense appears in particular contexts or genres of writing. It means that simple present tense is one of the grammatical form's students should lean excellent because to write a good descriptive paragraph, every student should master different kinds of tenses, especially simple present tense. Therefore, the students who mastered simple present tense easily constructed their ideas, especially in writing a descriptive paragraph. The theory stated above is indeed correct that there is a significant correlation between simple present tense mastery and descriptive paragraph writing ability.

During the data collection process, the research results showed that most of the samples could write a descriptive paragraph using the appropriate criteria. They could write a descriptive paragraph, which has fulfilled the criteria: format, punctuation and mechanics, content, organization, grammar, and sentence structure. However, the researcher found interesting findings related to the ability to write descriptive paragraphs of the samples. Most of the samples who are highly in sentence writing tests can write a descriptive paragraph easier and faster with proper use of its generic structure. In other words, their simple present tense mastery affected their ability to write a descriptive paragraph. Therefore, future researchers can adopt those findings to conduct the same research, which tries to determine the research problem's correlation.

As explained above, the present ex-post facto research with correlational research was mainly intended to determine whether there was a significant correlation between simple present tense mastery and descriptive paragraph writing ability. After carrying out the data collection, it can be concluded that simple present tense mastery and descriptive paragraph writing ability had a significant correlation. It could be seen from the result of the hypothesis testing, which made use of Pearson product-moment correlation and t-test. To sum up, it can be clearly stated that there is a significant correlation between simple present tense mastery and descriptive paragraph writing ability of the eleventh-grade students of SMAN 1 Blahbatuh in the academic year 2022/2023. This convincingly confirmed the directional hypothesis.

## CONCLUSION

The research instruments were administered to 60 samples chosen in this present ex-post facto research data were collected by administering the research instrument and paragraph construction tests administering the sentence writing test and paragraph construction test. The data that were required were carefully collected. The collected data were analyzed by using SPSS 26 version for windows. The results of the hypothesis testing using Pearson product-moment correlation and paired-sample t-test confirmed a significant correlation between simple present tense mastery and descriptive paragraph writing ability of the eleventh-grade students of SMAN 1 Blahbatuh in the academic year 2022/2023. Moreover, the significant result occurred since simple present tense was one of the important factors that affected the students' writing ability especially in writing descriptive paragraphs.

The present study used an ex-post facto research design focused on the correlational design. The researcher could only report the study results without treating the samples of the present study aimed to determiner out whether there is a significant correlation between simple present tense mastery and descriptive paragraph writing ability. Based on the findings, it can be concluded that there was a significant correlation between simple present tense mastery and descriptive paragraph writing ability of the eleventh-grade students of SMAN 1 Blahbatuh in academic year 2022/2023. The result of the present ex-post facto research with correlational design should be carefully generalized.

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