THE ABILITY OF STUDENTS TO APPLY SIMPLE PRESENT TENSE IN DESCRIPTIVE TEXT

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Abstract

The research objective was to find out whether the student can apply the simple present tense in descriptive text at the eighth grade of SMP Negeri 1 Bumi Raya, Morowali. The sample was drawn through a random sampling technique. The data were collected by using two instruments, test and questionnaire. The data of questionnaire were analyzed descriptively while the data collected through the test were analyzed statically. This result is based on the students' mean score (7.4). It is also supported by the result of questionnaire data. The writer did his research in VIII A Class, which consisted of 35 students. The conclusion is the students can apply simple present tense in descriptive text in which most of the students were able to apply simple present tense using positive, negative and interrogative sentences in descriptive text. The ability level of the eight grade students of SMP Negeri 1 Bumi Raya Morowali to apply simple present tense in descriptive text is categorized as "GOOD".

Keywords: Ability; Simple Present Tense; Descriptive Text.

INTRODUCTION

English is used all over the world for communication in daily activities. Thus, it is difficult enough for someone who wants to interact with other people from different countries if they do not understand English. Nowadays, a lot of jobs need people who can communicate in English. Therefore, it is quite easy for somebody who has good ability in English to get job he or she wishes. To be able to speak English well, learners have to master grammar.

Grammar is very necessary in learning English. The learners have to be able to master them in order to get easier in using it in communication. The other importance of mastering grammar is to support other skills in English such as speaking and writing. In speaking skill, the students will utter sentences grammatically and semantically, while for

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writing, students have to write sentences in correct sentence. In addition, tenses can give us further information about some events or actions done at present, past or future time.

Grammar is a set of structural rules that govern the composition of sentences, phrases, and words in any given natural language. Each language has its own distinct grammar likewise English.

Simple present tense is one kind of tenses that is used to write or speak in English. It is important because simple present tense usually takes place in speaking or writing activity. Simple present tense usually took important place in writing, particularly in writing the descriptive text. Considering that mastering simple present tense is very text pivotal, the writer feel interested in investigating the students ability in descriptive. In addition to measure the students' ability to apply simple present tense in descriptive text at SMP Negeri 1 Bumi Raya Morowali. The writer chose this title because this is very interesting title. The writer is the first researcher did this research in this school.

This research is very important to be done because researcher wanted to know and got the data about the ability of the student at that school and then the result of this research would be very necessary for the researcher and the next researcher. Lastly, this research has not been conducted by other researches.

METHODOLOGY

Table 1: Population Distribution

No	Class name	Number of Students
1	2 IPA 1	30
2	2 IPA 2	33
3	2 IPA 3	35
4	2 IPA 4	33
5	2 IPS 1	33
6	2 IPS 2	35

Sample is a small portion selected for observation and analysis (Best, 1982: 8). As sample of this research, the writer took all students in one class. The writer chose one class as sample by applying random sampling method.

To gather the data, the writer used instruments, a test and a questionnaire. The test is used to collect the data about the students' ability in applying affirmative, negative, and interrogative sentences in descriptive text, while the result of questionnaire is used to support the data from the result of text. The process of collecting data is as follows:

Test

In order to get the real data about the students 'ability in using simple present tense in affirmative, negative, interrogative form in descriptive text, the writer gave them tests. The test is done by applying multiple choices. Each test consists of different items. Multiple choice tests consist of 10 items with one point for each correct answer. To obtain this individual score, the writer uses the formula proposed by Sutomo (1985:123) as follows:

$$\text{Standard score} = \frac{\text{Obtained score}}{\text{Maximum Score}} \times 10$$

Questionnaire

Besides the test, the writer used questionnaire. The writer used it to get information about the students' interest in learning English especially in learning simple present tense. This questionnaire support the data obtained from the test. It consists of ten items with four options. The students must choose the option objectively.

After collecting the data, the data was analyzed in descriptive and simple statistic analysis. After collecting the data of the text, the writer analyzed them by counting mean score with the formula proposed by Sugiono (1997:45) as follows

$$M = \frac{X}{N} \times 100$$

The writer found the frequency the students' ability with frequency formula. The writer used the formula as follows:

$$F = \frac{X}{N} \times 100$$

Where F = frequency

    X = means scores

    N = number of students

After counting the mean score, the writer described their ability in using simple present tense in descriptive text by interpreting the mean score in rank score classification proposed by Hamalik (1989:22) as follows:

Table 2: The Ranging Order of the Students' Ability

No	Rank Score	Interpretation
1	8.5-10	Very good
2	7.0-8.4	Good
3	5.5-6.9	Enough
4	4.0-5.4	Low
5	0-3.9	Very low

RESULTS

The writer analyzed the result of questionnaire descriptively. The writer wanted to describe the students' ability in learning English especially in using simple present tense. The result of questionnaire was shown, as follows:

Table 3: The Students' Response to English Subject

Item	Option	Frequency	Precentage
1	a. like very much	20	57,14
	b. like	11	31,42
	c. less like	3	8,57
	d. not like	1	2,87
	Total	35	100.00

Table 3 shows the students' responded to English subject. Twenty students (57,14) said that they "like" it very much; eleven students (31,42) responded that they "like" English ; three students (8,57) stated that they" less like "English, while one students (2,87) do not like English. Based on this fact, most of the students answered that they "like" English very much .

Table 4: The Students' response whether the teacher taught them how to make English Sentences (positive, negative, interrogative)

Item	Option	Frequency	Percentages(%)
2	a. always	8	22,86
	b. often	3	8,57
	c. sometimes	20	57,14
	d. rarely	4	11,43
	Total	35	100.00

Table 4 indicates that eight students (22,86 %) responded that their teacher always teaches them how to make positive, negative, and interrogative sentences; three students (8,57%)response that their teacher sometimes teaches making positive, negative,

interrogative sentences, while four students (11,43%) said that their teacher rarely teaches them how to make positive, and interrogative sentence

Table 5: The students' respond of the difficulties of English lesson

Item	Option	Frequency	Percentages (%)
3	a. very difficult	8	22,86
	b.difficult	4	11,43
	c.easy	23	65.71
	d.very easy	0	0
	Total	35	100.00

Relating to the students' respond in using simple present tense in descriptive text, eight students (22,86%) said that English lesson was very difficult: four students (11,43%) responded that English lesson was difficult to use 23 students on this fact , most of the students said that English lesson easy.

Table 6: The students' respond about learning English sentences

Item	Option	Frequency	Percentages (%)
4	a.affirmative	5	14,29
	b.negative	5	14,29
	c.interrogative	5	14,29
	d.all kinds of sentences	20	57,13
	Total	35	100.00

Table 6 shows kinds of sentences that were easy for them to learn. Five students (14,29%) stated that they felt easy to make affirmative sentence in simple present tense; five students (14,29%) stated that they felt easy to make negative test in simple present tense; Five students (14,29%) stated that they felt easy interrogative sentences in simple present tense ;and twenty students (57,13%) stated that they felt easy all kinds of sentences in simple present tense. This table shows the students did not have difficulties in constructing sentences in simple present tense form.

Table 7: Students' response affirmative, negative in simple present tense

Item	Option	Frequency	Percentages (%)
5	a.the use of verbs	17	48,57
	b.lack of structure	10	28,57
	c.descrpitive test in affirmative	3	8,57
	d.descriptive test in negative	5	14,29
	Total	35	100.00

Table 7 shows the students' Response of kind of difficulties in using simple present tense in descriptive text. Seventeen students (48,57%) responded that they felt difficult in using

verbs; ten students (28,57%) got difficulty using of being lack of structure knowledge; Three students (8,57%) response that they got difficulty changing affirmative sentence. Five students (14,29%) stated that they were difficulty changing negative sentence. Based on this fact, most of the students answered that they felt difficult the use of verbs in simple present tense.

Table 8: The students' response how to solve their difficulties

Item	Option	Frequency	Percentages (%)
6	a.asking friends	5	14,29
	b.attending group study	4	11,42
	c.attending English Course	6	17,15
	d.asking teacher	20	57,14
	Total	35	100.00

Table 8 shows that five students (14,29%) solved their problem by asking their friends; four students (11,42%) solved their problem by attending the English study group; six students (17,15%) answered that they solved their problem by attending English course; and twenty students (57,14%) stated that they solved their problem by asking the teacher. Thus, most of the students solved their problem or difficulty by asking the teacher.

Table 9: The students' response about homework in simple present tense

Item	Option	Frequency	Percentages (%)
7	a. always	5	14,29
	b. often	15	42,86
	c. sometimes	6	17,14
	d. never	9	25.71
	Total	35	100.00

Table 9 shows that five students (14,28%) response they always get homework about simple present tense: fifteen students (42,86%) that the teacher sometimes gave them homework about simple present tense; Six students (17,14%) stated that the teacher often gave them homework on simple present tense; and nine students (25,71%) stated that they never received homework in simple present tense. This table shows the students often got homework in using simple present tense.

**Table 10: The students' response whether their mistakes
in their homework were corrected**

Item	Option	Frequency	Percentages (%)
8	a. always	10	28,57
	b. often	8	22,85
	c. sometimes	12	34.29
	d. never	5	14,29
	Total	35	100.00

Table 10 indicates that ten students (28.57%) stated that their teacher "always" correct their mistakes; Eight students (22.85%) said that their teacher "often" corrected their mistake; and twelve students (34.29%) stated that their teacher rarely corrected their mistake; and five students (14.29%) stated that their teacher "never" corrected their mistake through their homework . Thus, most of them stated that they were "sometimes" got homework corrected.

**Table 11: The students' response whether their teacher gave them practice
to make the three kinds sentences in simple present tense**

Item	Option	Frequency	Percentages (%)
9	a. always	3	8,57
	b. often	8	22.86
	c. sometimes	20	57.14
	d. never	4	11.43
	Total	35	100.00

The table 11 indicates the distributions of students answered of whether their teacher gave them practice to make the kinds of sentences in simple present tense. Three students (8.57%) stated that their teacher were always practiced by their teacher to make kinds of descriptive test in simple present tense; eight students (22.86%) stated that their teacher sometimes train them to make the three kinds of sentences simple present tense; twenty students (57.14%) stated that their teacher often gave them practice to make the three kinds of sentences in simple present tense; and four students (11.43%) answered that their teacher never gave them practice to make the three kinds of sentences in simple present tense. based on the result above, most of the students stated that were motivated to learn English lesson especially the simple present tense. Table 9 shows that their teacher sometimes gives them practice to make three kinds of sentences in simple present tense.

**Table 12: The students' response about the difficult components
done in simple present tense**

Item	Option	Frequency	Percentages (%)
10	a. grammar	3	8.57
	b. vocabulary	2	5.71
	c. pronounciation	25	71.43
	d. spelling	5	14.29
Total		35	100.00

Table 12 indicates that three students (8.57%) stated that they got difficulty in grammar in applying in simple present tense; two students (5.71%) response that their difficulty in descriptive text in simple present tense was vocabulary; twenty five students (71.43%) stated that their difficulty in learning English components was pronunciation; and five students (14.29%) said that their difficulty in learning English components in spelling.

The result of test was presented in order to get the level of the students' ability to apply simple present tense in descriptive text. Hence, the writer needed to analyze the data by doing some steps of computing the data obtained through the test. First, the writer put the student's score in order to help him analyze easily. The result of test is presented completely in the following table.

Table 13: The result of students score on Multiple Choice Test
(Maximum Score =25)

No	Initial	Raw Score	Standard Score
1	Ihm	13	8.7
2	And	11	7.3
3	Amh	11	7.3
4	Hri	10	6.7
5	Afn	14	9.3
6	Ifn	10	6.7
7	Skh	15	10
8	E.R	8	5.3
9	R.R	10	6.7
10	Mgr	11	7.3
11	Ysl	12	8
12	Fwt	9	6
13	N.A	12	8
14	N.I	15	10
15	M. P. S	11	7.3
16	Ely	9	6
17	N.t	12	8
18	N.M.J	13	8.7
19	S. R	15	10
20	Hnt	13	8.7
21	Asd	14	9.3
22	Jty	13	8.7
23	A.F	13	8.7
24	M . S	15	10
25	Rdy	9	6
26	Jto	10	6.7
27	Mni	8	5.3
28	E.P	14	9.3
29	RSK	12	8
30	A. k	11	7.3
31	Fy	10	6.7
32	Ha	13	8.7
33	A s.	9	6
34	Fry	11	7.3
35	Az	11	7.3
Total			260

After tabulating and computing the students score on multiple choice, their means score was

$$M = \frac{X}{N}$$

$$= \frac{260}{35}$$

$$= 7.4$$

The mean score they got on multiple choices belongs to *GOOD ABILITY* referring to the table proposed by Hamalik (1989:122) In addition, the researcher describes the frequency distribution of the students ability in following table

Table 14

No	Level of ability	Frequency	Percentage
1	Very good	13	37.14
2	Good	11	31.43
3	Enough	11	31.43
4	Low	0	0
5	Very low	0	0
	Total	35	100

Table 14 indicates that thirteen students (37.14 %) got *very good score*; Eleven students (31.43%) got *good score* ; Eleven students (31.43%) got *enough score,* thus, the table show that most of the students have "very good " ability of applying simple present tense in descriptive text.

DISCUSSION

The researcher took a sample of his research in SMP Negeri 1 Bumi Raya Morowali. In the collecting data of the research, the researcher conducted test and questionnaire.

The objective of research was the researcher wants to know the students ability in applying simple present tense in descriptive text. Therefore, the researcher uses as the medium to measure the students ability in using simple present tense in descriptive text at the eighth grade students of SMP Negeri 1 Bumi Raya.

The result of test was presented in order to get the level of the students' ability to apply simple present tense in descriptive text. Hence, the writer needed to analyze the data by doing some steps of computing the data obtained through the test. Test show that the students have "good" ability applying in simple present tense in descriptive text. Most of the students were able to apply simple present tense using positive, negative and interrogative sentences.

CONCLUSION AND SUGGESTION

This chapter presents several conclusion of the result of data analysis. It also presents some suggestions for the students, English teachers, and further researchers. On the basis of the finding obtained, the writer draws a conclusion as follows: that thirteen students (37.14 %) got *very good score*; Eleven students (31.43%) got *good score* ; Eleven

students (31.43%) got *enough score,* thus, the table show that most of the students have "very good " ability of applying simple present tense in descriptive text.

Based on the conclusion above, the researcher would like to suggest for the improvement the quality in simple present tense. The suggestions as follows: the first, the teachers may use descriptive text medium to measure the students ability in simple present tense. The second, the teachers know the students ability in simple present tense from the result of this research. Therefore the teacher always gives the test to increase they ability especially simple present tense.

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