

**THE CORRELATION BETWEEN TENSE MASTERY
AND WRITING PERSONAL DESCRIPTION AT
SEVENTH GRADE OF SMP PERSADA BHAKTI
BEKASI**

A PAPER

Submitted to the school of Foreign Language – JIA as partial fulfillment of requirements for the undergraduate degree in English Literature Program



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BEKASI**

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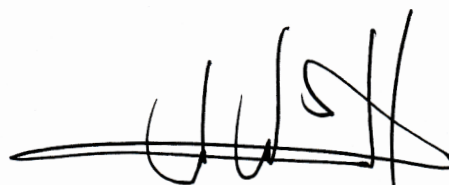
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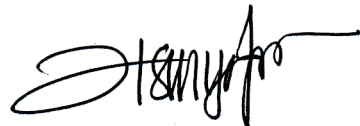
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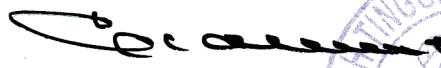
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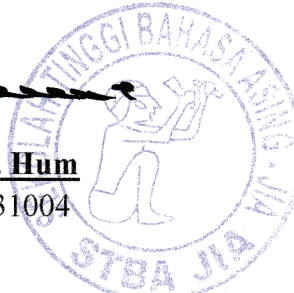


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MOTTO AND DEDICATION

MOTTO Narrated Sayyidina ‘Ali Bin Abi Thalid RA :

Science is as good as inheritance, ethnics is the best of work, takwa is the best provision, worship is the best trade, charity is the best guide to heaven, good character is the best friend afterlife, al-Hilmu (inferiority) is the best helper, Qana’ah is the best of wealth, Taufiq is the best help, death is as good as the educator is towards a commendable temperament.

DEDICATION :

This paper is dedicated to my Father and Mother, my beloved Husband and my Daughter

**THE CORRELATION BETWEEN TENSE MASTERY AND
WRITING PERSONAL DESCRIPTION AT SEVENTH GRADE
OF SMP PERSADA BHAKTI BEKASI**

Widya Nur Siddiq

ABSTRACT

The purpose of this research is to find out whether there is a correlation between tense mastery and writing personal description. Data were analyzed by using the correlation "*Product Moment Pearson*". Population of this research is the students at seventh grade of SMP Persada Bhakti Bekasi. There are 154 students, 30 students were taken as sample randomly. Instruments used were tense mastery and writing personal description is 0,628. It can be concluded that there is a significant correlation between tense mastery and writing personal description.

Key words : correlation, tense mastery, writing personal description

***HUBUNGAN ANTARA PENGUASAAN TENSES DAN MENULIS
DESKRIPSI PRIBADI PADA SISWA KELAS TUJUH SMP
PERSADA BHAKTI BEKASI***

Widya Nur Siddiq

ABSTRAK

Tujuan penelitian ini untuk menemukan apakah ada hubungan antara penguasaan tenses dalam menulis. Data yang terkumpul dianalisis dengan menggunakan rumus korelasi “Product Moment Pearson” populasi penelitian dari penelitian ini adalah siswa dan siswi kelas VII di SMP Persada Bhakti Bekasi. Peneliti menggunakan sample sebanyak 30 siswa yang di ambil secara acak dari jumlah populasi sebanyak 154 siswa. Instrumen yang digunakan adalah test tenses dan menulis. Hasil penelitian menunjukkan bahwa nilai r dari tenses dan menulis adalah 0.628. Dapat disimpulkan bahwa ada hubungan yang signifikan antara penguasaan tenses dengan menulis.

Kata kunci : Hubungan, Tenses, menulis

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First and foremost, the writer would like to thank to Allah S.W.T for always blessing, giving health, spirit, and happiness and love, until writer is able to finish this paper. It is impossible for the writer to finish it without the permission and opportunity that has been given by Allah S.W.T.

This paper is written as the last assignment to fulfill one of the requirements for taking undergraduate program (S1) of English Department of School of Foreign Languages-JIA. In this paper, the writer explains and analysis about The Correlation between Tense Mastery and Writing Personal Description at Seventh Grade of SMP Persada Bhakti Bekasi.

During the process of making this paper, the writer encountered a lot of hardship and difficulties both in finding the data and arranging it into an accepted scientific paper. Therefore, the writer would like to take this opportunity to express his thankfulness to all the following people who have advised and supported the data and information to finish this paper, also for them having prayed for his success, especially to :

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10. All her friends at STBA Jia for their motivation support, prayer, laugh and cry

Finally, the writer hopes this paper will be useful especially for him, and generally for everyone reading it.

Bekasi, Agust 2018

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CHAPTER I

INTRODUCTION

A. Background of the Reaserch

As one of the international language, English is often used in communication. In mastering an international language students have to study all of from basic.

In Indonesia, English is one of compulsory subject. Starting from kindergarten, elementary school, junior high school, senior high school, and public. By learning English, students can increase vocabulary and writing in learning English. Most students think that English is difficult so they hard to study English.

English should be practiced every day. If the language is not practiced everyday it will be lost. The students in their daily activities use mother tongue. So it is difficult to practice this language. The students sometimes study English only in school and at home they use the mother tongue.

Some students demand for using English in the class and when the English lesson time starts. Related in learning foreign language, the students must practice every day. Even though the students are not very familiar with the language. If the language does not practice every day then the language will be lost from memory. In English it is known that there are four skills such as writing, listening, reading and speaking.

Writing is ideas, opinion, and concept of a person to reader in written language. For some students it is quite difficult to learn, so they think writing must be skipped to learn. Because, students must learn vocabulary too. Vocabulary is one of important aspect in learning a foreign language. If students do not have enough vocabulary they will have in difficulty writing. Vocabulary is one of the limitations for students to write. Besides students are also busy with a correct and good sentence structure.

Grammar is a science how to put words into a sentence. In English grammar is known as part of speech. Noun, adjective, verb, pronoun, adverb, preposition, conjunction, and interjection. In addition the students must learn tense. Tense is a verb form to indicate the timing of an event. Tense kinds are present, past, past future, and future. Present is the current event. Past is the event that took place yesterday. Past future events that occurred in the past, and futures are events that will occur in the coming days.

From the above explanations and reasonable information, the writer pour in the title *“The Correlation Between Tense Mastery and Writing Personal Description at Seventh Grade of SMP Persada Bhakti Bekasi”*

B. Question and Scope of the Research

1. Question of the Research

The problem in this reasearch is *“Is there any corelation between tense mastery and writing personal description at seventh grade of SMP Persada Bhakti Bekasi?”*

2. Scope of the Research

The research has focused to students at Seventh grade of SMP Persada Bekasi to improve their tense mastery and writing personal description at seventh grade of SMP Persada Bhakti Bekasi. The writer is only limited the tenses in simple present tense, simple past tense, and present continuos tense.

C. Research Hypothesis

Sugiyono said (2013), “Hypothesis can be interpreted as a temporary answer to formulation of the research problems” (p. 50). The writer summarizes a hypothesis is a temporary assumption that the truth must be tested based on field data and the conclusions are still temporary. From the above research the researcher makes hypothetical as follows:

Ho : There is no correlation between tense mastery and writing personal description at seventh grade of SMP Persada Bhakti.

Ha : There is correlation between tense mastery and writing personal description at seventh grade of SMP Persada Bhakti.

D. Objective and Significance of the research

1. Objective of the Research

The objective of this research is to find out whether there is a significant correlation between tense and personal description at seventh grade of SMP Persada Bhakti Bekasi.

2. Significant of the Reseach

a. For writer

The writer hopefully can learn again about grammar and writing ability. The writer will able to increase students knowledge in English, especially grammar in English tense and writing personal description. The writer wishes this paper will be useful for them espesially in study English at school.

b. For student

Student can take quote for material in learning English language to study about English language. Many advantages that the students have much more knowledge about tense mastery and writing personal description.

c. For readers

The writer is expected to give information for someone who read this. The writer wishes this writing can be useful for readers.

E. Method of the Research

In writing this research the writer use quantitative method, and in the form of correlation. Correlation is to look for two variables in finding relationships. According to Sugiyono (2013), “ Method of the research quatitative can be interpreted as a research method based on the philosopy positivism, used to examine the population or sample particular, the sampling technique in general, random, data collection using the research instruments, quantitative or statistic data analysis with the aim to test the hypothesis has been established” (p. 14)

In method of the research quantitative the writer takes population and sample 30 students. The writer collect the data only 30 students. It is the limit from of time, donation, and energy. So the writer use sample form population. In researching the writer uses instrument of the research. The data have been collected then analyzed. In quantitative research, analysis the data use statistic. And then, the data is given discussion using tables or graphs. After the results of the research given discussion, then the data conclude.

F. Operasional Definition

1. Grammar is the rules systematic study and description of a language especialy in tense. Tense is a verb form to indicate the timing of an event. The writer only discuss 3 tenses. Between simple present tense, simple past tense, and simple future tense.

2. Writing is an activity to create an idea or creativity by taking notes. Another definition about writing is a tool of communication with someone in writing. There are 4 kinds of writing eksposition, descriptive, naration, and argumentation. The writer only focus about descriptive. Description is the result of the observations through the five senses conveyed by the word.
3. Vocabulary is basic tool that someone must have in learn English language vocabulary to is one of important aspect in learn English. If in learn English language the student do not have enough vocabulary, student will difficulty in learn English language especially in writing. Vocabulary expressing the contents of thoughts and feelings perfectly, both of orally or in writing.

G. Systematization of the Research

To make the simple review and understanding of this paper, it has arrangement that is written systematically as follow :

Chapter I introduction tries to explain about the background of the research, the scope of the research, question of the research, the objective of the research, the significant of the research, operational definition, the systematization of the research.

Chapter II theoretical description discusses of the grammar definition especially in simple past tense, writing definition. The definition will give the information for the writer to conduct the research of the title, the relevancy.

Chapter III methodology of the research depicts about time and place of the research, population and sample, method of the research, instrument and variabel of the research, technique of the data analysis.

Chapter IV data analysis about data description, data analysis of X And Y, data interpretation.

Chapter V conclusion and suggestion explains about the summary based on the presvious chapter and some suggestions for the next in future.

CHAPTER II

THEORETICAL DESCRIPTION

A. The Definition of Tense Master

Every language used as a communication tool, must have grammar for arrange word useful must have meaning. Almost every students feel difficulty when students learning and understanding about grammar. In study grammar the students must know what grammar is. Swan (2005) grammar is the rules that say how words are combined, arranged of changed to show different meaning. (p. xix)

Grammar is a science how to put words into a sentence. This grammar is more focused on the use of language that tend to be official, although inderectly in the use informal language also requires grammar. Yule (2010) the process of describing the structure of phrases and sentences in such a way that people account for all the grammatical sequences in a language and rule out all the ungrammatical sequences is one way of defining grammar. (p. 81)

In leaning grammar there is one of the most important and most basic elements in learning English. The foundation of learning English the basic and important is learn tense. Downing and Locke (2006) he said tense is the grammatical expression of the location of events in time. It anchors (or ‘grounds’) an event to the speaker’s experience of the world by relating the event time to a point of reference. (p.352)

Tenses are very important and fundamental when learning English. Tenses are generally used to form a sentence in English based on the time of the event or event taking place. In other word, tenses have a very close relationship with the timing of an event. Tenses is a verb form that exists in English which is useful to indicate the time condition (present, past, past future, future) of occurrence. Tense is a combination of two basic components that can not be separated the time and events written in the sentence.

There are several factors that affect the change in the use of verbs in English grammar is the nature or condition of an event experienced. Whether the event is simple or briefly called simple. The current event is called continuous. The completed event is called perfect, and the continuing event is called perfect continuous. See the following table :

Table 2.1

Tenses

Based on the time change	Based on feature
a. Present	a. Simple
b. Past	b. Continuous
c. Future	c. Perfect
d. Past Future	d. Perfect Continuous

From the time series and events, the writer can combine it to get the following tense formula :

Table 2.2**Tenses chart**

Time	Present	Past	Future	Past Future
Simple	S + V-1 (s/es) + object	S + V-2 + Object	S + will/shall + V-1 + Object	S + would /should + V-1 + Object
Continuous	S + to be (is, am, are) + V-ing + Object	S + to be (was, were) + V- ing + object	S + will/shall + be + V-ing + Object	S + would + be + V-ing + Object
Perfect	S + has/have + V-3 + Object	S + Had + V-3 + Object	S + will/shall + have + V-3 + Object	S + would + have + V-3 + Object
Perfect Continuous	S + has/have + been + V- ing + Object	S + Had + Been + V- ing + Object	S + will/shall + have + been + V-ing + Object	S + would + have + been + V-ing + Object

The formula and definition have been elaborated. Now students need to practice in English sentence. In learn tense students must memorize the tense formula and practice writing using this tense. The writer only limited the tenses in simple present tense, simple past tense, and present continuous tense.

Downing and Locke (2006) the basic meaning of the Present tense is to locate a situation holding at the present moment. The tense itself does not say whether that same situation continues beyond the present moment and whether it also held in the past. (p. 355)

Simple present tense is a tense form that is often used in English. Simple present tense is a tense used to describe an event that occurs at this time. This tense can't be used to describe past or future events. Not to explain what happened. Simple present tense formula :

Table 2.3

Simple present tense formula

Positive	S + V-1 (s/es) + Object
Negative	S + do/does + not + V-1 + Object
Interrogative	Do/does + S + V-1 + Object

Downing and Locke (2006) The past tense in English is to locate an event or state in the past. It situates the event at a 'temporal distance' from the moment of speaking, whether in time, towards the past. (p. 358) Simple

past tense is one of the tense is one of the tenses that is also very often used in everyday life. This tenses is used to talk about past events. In using simple past tense to note is to make sure the incident in the past, the incident has been completed, mention the place and time of the incident. Simple past tense formula :

Table 2.4

Simple past tense formula

Positive	S + V-2 + Object
Negative	S + did not + V-1 + Object
Interrogative	Did + S + V-1 + Object

Present continuous tense is one of the tense that is also very often used in everyday life to. These tense are used to discuss events that are happening or are happening right now. Present continuous tense formula:

Table 2.5

Present continuous tense formula

Positive	S + to be + V-ing + Object
Negative	S + to be + + not + V-ing + Object
Intterogative	To be + S + V-ing + Object

B. Element of Tense Master

The main key in learning grammar students must know the basic things that must be learned and one of the things is part of speech. Part of speech is the basic part of the English. Learning basic English, the student must memorize this part of speech there is an easy ways to learn this part speech.

Here's an old children's rhyme about the eight part of speech of English grammar. It gives you an idea of what grammar is about. Read and remember it. Every name is called **noun**, as *field* and *fountain*, *street* and *town*. In place of noun the **pronoun** stands, as *he* and *she* can clap their hands. The **adjective** describes a thing, as *magic wand* *bridal ring*. Most **verb** mean action, something done, to *read* and *write*, to *jump* and *run*. How things are done the **adverbs** tell, as *quickly*, *slowly*, *badly*, *well*. The **preposition** shows relation, as *in* the street or *at* the station. **Conjunctions** join, in many ways, sentences, words, *or* phrase *and* phrase. The **intetrjection** cries out, "*head!* An exclamation point must follow me!" (Seaton, 2007, p. 5).

According Yule (2010) terms such as "adjective" and "noun" are used to label forms in the language as the parts of speech or word classes. The technical terns used to describe each part of speech are illustrated in the following sentence and simple definitions of each term are listed below. (p. 82-83)

- Nouns** are words used to refer to people (boy), objects (backpack), creatures (dog), places (school), qualities (roughness), phenomena (earth-quake) and abstract ideas (love) as if they were all “things”
- Articles** are words (a, an the) used with nouns to form noun phrases classifying those “things” (You can have a banana or an apple) or identifying them as already known (I’ll take the apple).
- Adjectives** are words used, typically with nouns, to provide more information about the things referred to (happy people, large objects, a strange experience).
- Verbs** are words used to refer to various kinds of actions (go, talk) and states (be, have) involving people and things in events (Jessica is ill and has a sore throat so she can’t talk or go anywhere).
- Adverbs** are words used, typically with verbs, to provide more information about actions, states and events (slowly, yesterday). Some adverbs (really, very) are also used with adjectives to modify information about things (Really large objects move slowly. I had a very strange experience yesterday).
- Prepositions** are words (at, in, on, near, with, without) used with nouns in phrases providing information about time (at five

o'clock, in the morning), place (on the table, near the window) and other connections (with a knife, without a thought) involving actions and things.

Pronouns are words (she, herself, they, it, you) used in place of noun phrases, typically referring to people and things already known (She talks to herself. They said it belonged to you).

Conjunctions are words (and, but, because, when) used to make connections and indicate relationships between events (Chantel's husband was so sweet and he helped her a lot because she couldn't do much when she was pregnant).

Basic definitions of this type are useful for identifying most forms in a language such as English, but they are not completely reliable. A different approach might focus on some other properties of the parts of speech. For example, a noun can be defined as a form that comes after an article (a, the) and can take inflections for possessive (-'s) and plural (-s). Of course, not all nouns (e.g. information, mud) have all these characteristics. Moreover, these characteristics are unlikely to be true of nouns in other languages that we might want to describe. As we shall see, an alternative way of looking at nouns and other parts of speech had to be found in order to carry out structural analysis.

C. Application of Tense Mastery

In learning grammar and more specifically entering into learning tense mastery. There are several factors to consider before teaching grammar about tense mastery. According Brown (2000) grammar is important to some degree in all the six variable. Six factors are age, proficiency level, educational background, language skills, style, needs and goals.

1. Age

It is clear that due to normal intellectual development variables, young children can profit from a form if attention to form is offered through structured input and incidental, indirect error treatment. Somewhat older children may benefit as well from very simple generalizations and concrete illustrations. Adults, with their abstract intellectual capabilities, can use grammatical pointers to advance their communication abilities.

2. Proficiency level

If we force too much grammar focus on beginning level learners, we run the risk of blocking their acquisition of fluency skills. At this level, grammatical focus is helpful as an occasional “zoom lens” with which we zero in on some aspect of language but not necessarily “more important,” as Celce-Murcia would suggest by her chart. Rather, it is less likely to disturb communicative fluency. It may or may not be more important, depending on the accuracy already achieved by learners.

3. Educational background

Students who are non-literate or who have no formal educational background may find it difficult to grasp the complexity of grammatical terms and explanations. Highly educated students, on the other hand, are cognitively more receptive to grammar focus and may insist on error correction to help refine their already fluent skills.

4. Language skill

Because of the permanence of writing and the demand for perfection in grammatical form in written English. Grammar focus may be more effective in improving written English than speaking, reading, and writing.

5. Style (register)

Informal context often make fewer demands on a learner's grammatical accuracy. In casual conversation among peers, for example : minor error are acceptable, while more formal contexts (say, a student consulting with a teacher) usually require greater grammatical accuracy. Similarly, in writing, tolerance for error is higher in, say, a quick e-mailed message than in a formal essay.

6. Need and goals.

If learners are headed toward professional goals, they may need to stress formal accuracy more than learners at the survival level. In either case, message clarity is a prime criterion.

These six categories should be looked on as general, guidelines for judging the need for conscious grammatical focus in the classroom, but none of these suggestions is absolute! For example, people can probably think of numerous situations where it is important to focus on form with beginners, or to get learners away from too intense a grammatical. (pp. 363-364)

D. The Definiton of Writing

Yule (2010) writing as the symbolic representation of language through the use of graphic signs. (p. 212) Writing ability is a capability that not just people can get. Learning to write takes a long time. Ability write is an ability that active is producing writing obtaines through the learning process and should exercise continuously.

According Tarigan (2008) Writing is to reduce or describe the graphic symbols that are understood by someone, so that the others can read the graphic sysmbols if they understand the language and graphic picture. (p. 22) So according to the above quote the reader is required to understand what is written by the writerr. If the reader can not understand the text it will be difficult to convey an information.

The main function makes writing a communication medium . Writing is very useful for education they want and need. The main function of writing is to make a writing as a media of communication.

Writing are very useful for education because it allows students to get an information they want and need.

The purpose of writing to provide information an author can provide information through what the writer wrote. Writing that aims to convince someone. Writing that aims to entertain. Writing that has a purpose to please the reader. Writing that aims to express feelings or emotions.

As cited in Hartig said (2008) connection with the "purpose" of writing a writing, He summarizes it as follows :

1. Assignment purpose

The purpose of this assignment actually has no purpose at all. The writer writes something because it is assigned, not of its own accord. Example: the assigned student encapsulates a book.

More precisely according to the writer the purpose of this assignment does not mean there is no purpose or benefit at all but this assignment will be beneficial to the student.

2. Altruistic purpose

The writer aims to please the reader, avoid the grief of the reader, to help the reader understand, appreciate his feelings, and his reasoning, to make the reader's life easier and more enjoyable with his work. A person will not be able to deal properly if he believes, both consciously and unconsciously that the reader or the connoisseur of his work is the "enemy" or "enemy". The purpose of altruistic is the key to the readability of something written.

3. Persuasif perpose

Writing that aims to convince readers of the generated idea.

4. Informational purpose

Writing that aims to provide information or information/illumination to the readers.

5. Self-expressive purpose

Writings aimed at introducing self-proclaiming the writer to the reader.

6. Creative purpose

This goal is closely related to the purpose of self-statement. But this "creative desire" outweighs the self-assertion, and involves itself with the desire to attain artistic norms, or the ideal art, the art of craving. Writings that aim to achieve artistic values, artistic values.

7. Problem-solving purpose

In writing like this the writer wants to solve the problems encountered. The writer wants to explain, clarify, explore and examine carefully his own thoughts and ideas in order to be understood and accepted by the readers. (Tarigan 2008, p.25)

E. Element of writing

Write as a language skill Tarigan (2008) writing is a language skill that is used to communicate indirectly, not face to face with others. Writing is a productive and expressive activity. (p. 3) Writing is called a

productive skill is because by writing the writer can complete this final task.

Kirzner and Mandell (2012) you use **description** to tell readers about the physical characteristics of a person, place, or thing. Description relies on the five senses - sight, hearing, taste, touch, and smell. In the following paragraph from (Knoxville: Summer 1915, p. 151). Besides according Longknife and Sullivian (2012) description is an account that creates a vivid mental image. (p. 25)

Description sometimes almost an entire essay can be made up of descriptions. Often descriptions enliven other writing when used as a part of other methods of development. Description can enhance any writing: fiction, history, biography, even technical writing. The purpose is to let the readers see exactly what the student saying. Description will help you drive home your points vividly. The most effective way to show your readers what you're talking about is to use language and images that relate to the five senses (sight, taste, hearing, feel, smell).

For example, if you want to share the horror of what has happened to our planet, you might describe the scene that led you to that conclusion. You could start:

I flew back to Texas to visit some of my cousins. We had played together constantly while growing up, and I was looking forward to some more good times. We'd had so much fun over the years at the old creek and I couldn't wait to feel that cool water again on my back. When I

suggested going there, the cousins grinned and, reluctantly, said okay. I couldn't believe how such a beautiful spot had been destroyed.

Now you would vividly describe what you saw, what made it so awful to you, and how that affected you. Your aim is to horrify the readers and show why you've become so involved in green projects. (pp. 25-26)

Harmer (2004) how the student write because writing used for a wide variety of purposes it is produced in many different forms. (p. 3) this is process the stages of writing include the following steps that are :

1. Planning

Experienced writer plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some writers this may involve making detail notes. When planning, writers have to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence (amongst other things) not only the type of text they wish to produce. Second, experienced writes think of the audience they are writing for, since this will influence not only the shape of the writing. Third, writers have to consider the content structure of the piece that is, how best to sequence the facts, ideas, or arguments which they have decided to include.

2. Drafting

The first version of a piece of writing as a draft. This first go at a text is often done on the assumption that it will be amended later. As a

writing process proceeds into ending, a number of draft may be produced on the way to the final version.

3. Editing (reflecting and revising)

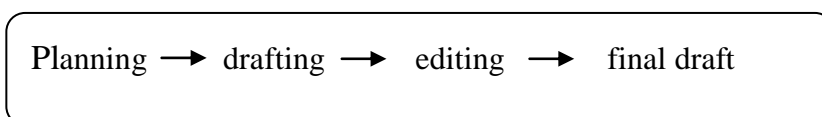
The editing phase covers the activity of reflecting and revising of what writers have written. It may be done by the writers themselves who read or reflect their appropriateness of their writing in terms of the ideas, information, grammatical structures provided in their writing or this reflecting and editing phases may also be done by other readers who are sometimes called by editors to help give some suggestions, comments, and corrections of their writing.

4. Final version (draft)

The final version is the last product of the writing that have followed some processes starting from planning to editing. Also, it is the draft that is ready to be sent to the intended audience. decide to represent these stages in the following way (pp .4-5).

Table 2.6

Chart process writing



Besides according Langan (2003) the process writing have four steps between prewriting, writing a first draft, revision, and editing. Below is description steps :

1. Prewriting

Prewriting is a productive skill. With writing the students can increase writing ability. Below will describe about five techniques that will help the reader think and develop a topic and get words on paper :

a. Frewriting

In frewriting the students can writing a story with use so many words or sentences.

b. Questioning

In questioning the students can ask to the teacher with use revelation why? when? where? who? and how?.

c. Making a list

The student must have a mind in brain about ideas and details that relate to your subject.

d. Diagramming

Diagramming is a strategy that can be used to do generate material fo a paper.

e. Preparing a scratch outline

Preparing a scratch outline the readers must make a items for that point. Preparing a scratch outline is combination from frewriting, questioning, makin a list and diagramming.

2. Writing a First Draft

Write a paragraph the students must have vocabulary that enough. Then the students no need to think about grammar that perfect.

3. Revision

In this stage, after the students write a paragraph the students must look what missing in that paragraph. There are three stages to the revising process :

- a. Revising content
 - b. Revising sentences
 - c. Editing
4. Editing

In this process, the students must revised itself or ask for help to friends for search a missing. (pp.23-36)

F. Assesing of writing

Weigle (2002) depending on the purpose of the assesment, scripts might be rated on such features as content, organization, cohesion, register, vocabulary, grammar, or mechanics. Rate on five aspects of writing : content, organization, vocabulary, language use, and mechanic.

The five aspects are diffrentially weighted to emphasize first content (30 points) and next language use (25 points), with orgazation and vocabulary weighted equally (20 points) and mechanic receiving very little emphasis (5 points) (pp. 114-115).

Below is the table of assessing writing :

Table 2.7

Table assessing writing

No.	Score	Level	Criteria
1.	Content	30 – 27	EXCELLENT TO VERY GOOD : <ul style="list-style-type: none"> • Knowledgeable • Substantive • Thorough • Development of thesis • Relevant to assigned topic
		26 – 22	GOOD TO AVERAGE : <ul style="list-style-type: none"> • Some knowledge of subject • Adequate range • Limited development of thesis • Mostly relevant topic , but lacks detail
		21 – 17	FAIR TO POOR : <ul style="list-style-type: none"> • Limited knowledge of

			<p>subject</p> <ul style="list-style-type: none"> • Little substance • Inadequate development of topic
		16 - 13	<p>VERY POOR :</p> <ul style="list-style-type: none"> • Does not show knowledge of subject • Non-substantive • Not pertinent • OR not enough to evaluate
2.	Organization	20 - 18	<p>EXCELLENT TO VERY GOOD :</p> <ul style="list-style-type: none"> • Fluent expression • Ideas clearly stated/supported • Succinct • Well-organized • Logical sequencing • Cohesive

		17 - 14	GOOD TO AVERAGE : <ul style="list-style-type: none"> • Some what choppy • Loosely organized but main ideas stand out • Limited support • Logical but incomplete sequencing
		13 - 10	FAIR TO POOR : <ul style="list-style-type: none"> • Non-fluent • Ideas confused or disconnected • Lack logical sequencing and development
		9 - 7	VERY POOR : <ul style="list-style-type: none"> • Does not communicate • No organization • OR not enough to evaluate
3.	Vocabulary	20 - 18	EXCELLENT TO VERY GOOD :

			<ul style="list-style-type: none"> • Sophisticated range • Effective word / idiom choice and usage • Word form mastery • Appropriate register
		17 - 14	<p>GOOD TO AVERAGE :</p> <ul style="list-style-type: none"> • Adequate range • Occasional errors of word/idiom form, choice, usage but meaning not obscured
		13 - 10	<p>FAIR TO POOR :</p> <ul style="list-style-type: none"> • Limited range • Frequent errors of word/idiom forms, choice, usage • Meaning confused or obscured
		9 - 7	<p>VERY POOR :</p> <ul style="list-style-type: none"> • Essentially translation

			<ul style="list-style-type: none"> • Little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate
4.	Language Use	25 - 22	<p>EXCELLENT TO VERY GOOD :</p> <ul style="list-style-type: none"> • Effective complex constructions • Few errors of agreement, tense, number, word order / function, articles, pronouns, prepositions
		21 - 18	<p>GOOD TO AVERAGE :</p> <ul style="list-style-type: none"> • Effective but simple constructions • Minor problems in complex constructions • Several errors of agreement, tense,

			<p>number, word</p> <p>order/function, articles,</p> <p>pronouns, preposition</p> <p>but meaning seldom</p> <p>obscured</p>
		17 - 11	<p>FAIR TO POOR :</p> <ul style="list-style-type: none"> • Major problems in simple/complex constructions • Frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragments, run-ons, deletions • Meaning confused or obscured
		10 - 5	<p>VERY POOR :</p> <ul style="list-style-type: none"> • Virtually no mastery of sentence construction

			<p>rules</p> <ul style="list-style-type: none"> • Dominated by errors • Does not communicate • OR not enough to evaluate
5.	Mechanics	5	<p>EXCELLENT TO VERY GOOD :</p> <ul style="list-style-type: none"> • Demonstrated mastery of conventions • Few errors of spelling, punctuation, capitalization, paragraphing
		4	<p>GOOD TO AVERAGE :</p> <ul style="list-style-type: none"> • Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
		3	<p>FAIR TO POOR :</p>

			<ul style="list-style-type: none"> • Frequent errors of spelling, punctuation, capitalization, paragraphing • Poor handwriting • Meaning confused or obscured
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G. Research of the Relevance

The writer has tried to find the relevance research in English S1 programme. The writer finds similar title generally in the STBA – JIA library. The title which found THE RELATIONSHIP BETWEEN STUDENTS’ GRAMMAR ABILITY AND READING COMPREHENSION ACHIEVEMENT ON THE GRADE VII OF AL MUSLIM SCHOOL. Written by Endah Sayekti (3131.51515.0005) and passed the exam in 2016. The purpose of this research is to find out whether there is a relationship between grammar ability and reading comprehension of students. Data were analysed by using the Pearson Product Moment the writer used to.

The similarity is about grammar ability but the writer focus only in tenses mastery. The writer do research in school, but different school. The different in the amount of data, time and place the research and the theory that used the writer.

The writer also found another relevance research in English S1 programme. The writer finds similar title generally in the STBA – JIA library. The title which found THE RELATIONSHIP BETWEEN VOCABULARY MASTERY AND WRITING ABILITY IN CONSULTANT SERVICE DEPARTMENT AT PT OS SELNAJAYA INDONESIA. Written by Ika Nova Mariandiana (043131.5122.4014) and passed the exam in 2016.

In this research is aimed to find describe the English vocabulary mastery and writing ability in consultant service at PT OS Selnajaya Indonesia. It was also to find out reveal the relationship between vocabulary and writing ability. This research is a correlative study which the independent variable is English vocabulary mastery and writing ability. The instrument of collecting the data use test. Test consists of objective test and subjective test. the data analysis used statistics technique Product Moment Formula, the writer used to. The similarity is about writing ability but the writer focus only in writing skills about personal description. The different in the amount of data, time, and place the research and the theory that used the writer.

Another relevance research in English S1 programme. The writer finds similar title generally in the STBA – JIA library. The title which found THE CORRELATION BETWEEN GRAMMAR MASTERY AND WRITING ABILITY AT PRODUCTION OF DEPARTMENT OF PT YEONG SUN INDONESIA. Written by Rohmiati (043131.51073.051) and

passed exam in 2011. In this research was aimed at proving many instructions in the working field that using English especially in PT Yeong Shin Indonesia. Grammar mastery and writing ability improve the employes skill to communicate in English.

The similarity is about grammar, but the writer only focus on tenses grammar. Then the similarity is about writing the writer only focus on writing about personal description. The different in the amount of data, time and place the research and the theory that used the writer.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Time and Place of the Research

Composing the paper needs a process of the research which takes time and place. This research take place in SMP Persada Bhakti and the writer take seventh grade as sample in this research.

1. Time of the Research

This research has been accomplished for six months, started from February – August 2018, and the test result were collected. The questionnaire has been done by the student at hour lesson.

2. Place of the Reaserch

This research will be located at seventh grade on SMP Persada Bhakti.

a. School Profile

- Name of school : SMP Persada Bhakti
- Address : Jl. Cipete Raya Blok G No.2
Mustikasari, Bekasi East Java.
- Phone : (021) 8260 1423
- Instructor : 19
- Students : 154

B. Polulation and Sample

1. Polulation

A population is related to all groups of people, events, or objects that are the center to be examined (Sudaryono p.165). Besides, Sugiyono (2013) define, population is a region consisting of generalization an object or subject that has certain qualities and characteristic that set by the researchers to learn and then be deduced (p. 117). A population is defined as all students SMP Persada Bhakti.

The writer used total population simple random sampling technique. The basic characteristic of simple random sampling is that all members of the population have an equal ary (2010, p.150). The sample of this study were students taken from all of population at seventh grade on SMP Persada Bhakti.

2. Sample

Sample research is an important factor to determine how useful in making research conclusions (Sudaryono p.167). A sample is a portion of a population (Ary 2010, p.148). Besides, Sugiyono (2013) stated, sample is part of the number of population that represent the characteristics of it (p. 118). As cited in Gay and Diehl (1992) for correlation research at least 30 element population Kurnia (2014, p. 115). The questionnaire consisted of 30 students questions of the correlation between simple past tense and text witting ability , this reserach is based on the scores of questionnaire.

C. Method of the Research

This research type of the study was quantitative research, because the writer wanted to measure the correlation between tense mastery and writing personal description at seventh grade. This type was also being appropriate to collect statistical data to answer the problem of the study. Quantitative research used objective measurement to gather numeric data that are used to answer questions or test predetermined hypotheses. The writer also uses library researches to find out the supporting sources which are related to the title discussed, such as books, journal and the lecture records. The students appreciate this research and they look happy. Because they knowledge grew up.

D. Instrument and Variabel of the Research

1. Instrument of the Research

A research instrument tool to measure data that contains questions that have been answered by students. In this study, the instruments was test. Methods of data collection is an important step in this research. The data obtained will be used for research. The purpose of the research is solve a problem by analyzing data already obtained.

Grammar is a rule of structure to create phrases and sentences that convey the meaning. The writer only focused on simple present tense, present continuous tense, and simple past tense. The grammar test consisted of 15 items in form of multiple choices were adapted from student book that the students used when the students school.

The writing ability test consisted of 10 items in from 5 arrange the jumbled and 5 fill in the blank.

The collection instrument data is a tool that the writer chooses and uses in the writing of the final task becomes easy. In search data in SMP Persada Bhakti the writer do some ways for can data, as follow :

1. Observation.

Observation is to make a direct observation to the object of research to see closely the activities undertaken (Sudaryono 2017, p.216). The writer only as an observer. The writer just do observation with ways do conversation with headmaster and staff teachers in activities learn how to teach.

2. Interview.

An interview is a means of collecting data used to obtain information directly from the source (Sudaryono 2017, p.212). An interview one of form of technique collecting data. The writer interview headmaster and staff in SMP Persada Bhakti for get some infomation about this school. The writer ask the teacher how the student study English language as foreign language. What different yes or no.

3. Test

The test as an intrument of data collection is a series of exercises used to measure knowledge skills (Sudaryono 2017, p. 218).

4. Documentation.

Documentation is intended to obtain data directly from the places research include books that relevance, roles, photo, and data that relevance (Sudaryono 2017 p.219)

After finishing the test, the scores will be the data and processed using *Pearson Product Moment* from SPSS as the application.

2. Variabel of the research

Sugiyono (2013) stated that variables are anything in the form of what is determined by the researcher to be studied so that obtained information about it, then drawn the conclusion (p.60)

Table 3.1

Variable and indicator

No.	Variable	Indicator	Item questions
1.	Tenses mastery	Simple present tense	1, 2, 3, 4, 5
		Simple past tense	6, 7, 8, 9, 10
		Present continuous tense	11, 12, 13, 14, 15
2.	Writing	Personal description	16, 17, 18, 19, 20, 21, 22, 23, 24, 25

So the variable in this research is everything as research object which determined and studied so that get information to draw conclusion. Sugiyono (2013) said that research variables in quantitative research can be divided into two kinds :

a) Independent variable (independent variable)

The independent variable is a variable that influences or becomes the cause of the change or the incidence of dependent variable (bound).

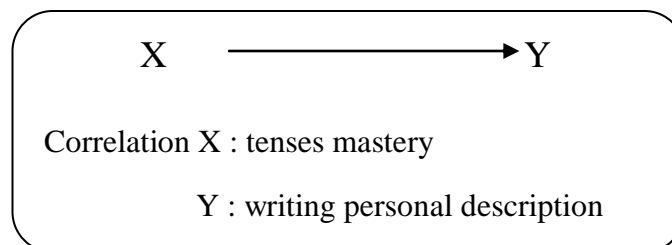
b) Dependent variable (dependent variable)

Dependent variable, is variable that influenced or which become result because of independent variable. (p.61)

So independent variable in this research is tenses mastery (X) and dependent variable is writing personal description (Y). below is the picture of variable relation :

Table 3.2

Variable relation



Ho = There is no significant improvement and correlation between grammar in simple past tense (X variable) and writting Ability (Y variable).

Ha = There is significant improvement and correlation between grammar in simple past tense (X variable) and writing Ability (Y variable).

E. Technique of the Data Analysis

1. Frequency Distribution

A systematic arrangement of individual measures from highest to lowest is called a frequency distribution. The first step is to list the scores in a column from highest at top to lowest at bottom (Ary, 2010, p. 105)

According to Usman (2008, p.70), there are steps to create frequency distribution table:

1. Short data from the smallest to the large :
 - a. Tenses score

Table 3.3

Shorted Data of Tenses Test

65	70	70	70	80	80
65	70	70	70	80	80
65	70	70	75	80	80
65	70	70	75	80	85
65	70	70	75	80	85

b. Writing score

Table 3.4**Shorted data of writing test**

70	70	75	75	75	80
70	70	75	75	75	80
70	70	75	75	75	80
70	70	75	75	75	85
70	70	75	75	75	90

2. Calculate R by formula:

$$R = \text{highest data} - \text{lowest data}$$

a. Tenses

$$R = 85 - 65$$

$$= 20$$

b. Writing

$$R = 90 - 70$$

$$= 20$$

3. Calculate total amount of the classes using Struges rules:

$$\text{Total Classes} = 1 + 3.3 \log n$$

n = number of data, final result rounded. Total classes should be 5-15 are selected according to their needs.

In this research, $n = 30$ so the calculation will be like :

$$\begin{aligned}
 \text{Total classes} &= 1 + 3.3 \log 30 \\
 &= 1 + (3.3 \times 1.477) \\
 &= 5.87 \text{ (Rounded into 6)}
 \end{aligned}$$

4. Calculate the interval using formula:

$$p = \frac{\text{range}}{\text{total classes}}$$

- a. Tenses

$$p = \frac{20}{6} = 3.33$$

- b. Writing

$$p = \frac{20}{6} = 3.33$$

5. Determine the lower end of the first interval class. Usually the smallest data will be taken or the data smaller than the smallest data, but the difference should be less than the length of the class that has been obtained. In this research, the first interval is taken from the smallest data which is 65 for tenses interval and 70 for writing interval.
6. The first interval class is calculated by totaling the lower end of the class with the p being subtracted 1, and continue to the second interval with the same calculation.

- a. Tenses

$$65 + 3 - 1 = 67$$

$$70 + 3 - 1 = 72$$

$$75 + 3 - 1 = 77$$

$$80 + 3 - 1 = 82$$

$$85 + 3 - 1 = 87$$

b. Writing

$$70 + 3 - 1 = 72$$

$$75 + 3 - 1 = 77$$

$$80 + 3 - 1 = 82$$

$$85 + 3 - 1 = 87$$

$$90 + 3 - 1 = 92$$

7. The value is calculated using the table as followed:

a. Tenses

Table 3.5

Tabulation of Tenses test

Value	Tabulation	F
50 – 59	-	0
60 – 69	III	5
70 – 79	IIII III III	15
80 – 89	IIII III	10
90 – 100	-	0

b. Writing

Table 3.6

Tabulation of Writing test

Value	Tabulation	F
50 – 59	-	0
60 – 69	-	0
70 – 79	IIIIIIIIIIIIIIIIIIII IIII	25
80 – 89	IIII	4
90 – 100	I	1

8. Move the f value to the frequency distribution table.

a. Tenses

Table 3.7

Tabulation of Tenses test

Value	F	Frequency (%)
50 – 59	-	0
60 – 69	5	16,7
70 – 79	15	50
80 – 89	10	33,3
90 – 100	-	0
Total	30	100

b. Writing

Table 3.8**Tabulation of Writing test**

Value	F	Frequency (%)
50 – 59	-	0
60 – 69	-	0
70 – 79	25	83,4
80 – 89	4	13,3
90 – 100	1	3,3
Total	30	100

2. The Hypothesis Test

Sugiyono (2013) states that data analysis is the process of systematically searching and arranging the interview transcript, field notes and other materials that you accumulate to increase your own understanding of them and enable you to put present what you have discovered to others (p.96)

Data analysis involves reviewing the data while they are being collected and attempting to synthesize and make sense out of what is observed. Analysis of data means studying the tabulated material in order to determine inherent facts or meanings. These are some step of data analysis technique.

a. Normality Test

The data analysis technique that was first performed was a data normality test. Normality test data is done to determine whether the data produced normal distribution or not. According Sugiyono (2013) if the data produced is normal, then using parametric statistics, and if not normally distributed then using non parametric statistical data (p.241). Normality test in this study using the help of SPSS.

b. Validity Test

According to Arikunto (2006) Validity is a measure that indicates the validity and validity of an instrument (p.168).

Understanding the validity of the show the accuracy and suitability of a data. Data can be said valid if really appropriate and answer carefully about the variables studied. Validity also shows the extent to which the accuracy of the statement with what is stated in accordance with the coefficient of validity. This validity test calculation uses the help of Statistical Package for the Social Science (SPSS) and Microsoft Office Excel.

c. Correlation Pearson Product Moment

The writer uses a *Pearson Product Moment* correlation to find out the correlation between x variable (tense mastery) and y variable (writing personal description). "This correlation technique is used to approve the hypothesis between two variable if the

variable's data form interval or ratio, and source of the data from two variable is similar", (Sugiyono, 2013, p. 228). So, the correlation technique is an analysis technique to prove the choosen of a true hypothesis to find the significance of it.

The formula as follows Sugiyono (2006) p.214 is:

1. Counting r

$$r_{xy} = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{(n\sum x^2 - (\sum x)^2)(n\sum y^2 - (\sum y)^2)}}$$

Explanation:

r = Pearson Product Moment coeficient of correlation

n = The number of the respondent

x = Cause variable/influence/independent variable

y = Effect variable/influence/dependent variable

$\sum xy$ = Sum of multiplication between x and y scores

$\sum x^2$ = Sum total of x – quadrate sum of x's distribution score

$\sum y^2$ = Sum total of y – quadrate sum of y's distribution score

2. Determining significant point ($\alpha = 0,05$)

3. Determining the criteria of correlation significant test

$$t_{observed} = \frac{r\sqrt{n} - 2}{\sqrt{1 - r^2}}$$

If $-t_{observed} \geq t_{table}$, H_0 is accepted, it means significant

If $-t_{observed} \leq t_{table}$, H_a is accepted, it means not significant

If $-t_{table} \leq t_{observed} \leq t_{table}$, H_0 is accepted and H_a is rejected or the correlation is not significant.

4. Degree of freedom $dk = n.2$

With significance 0.05, seek t_{table} in appendixes.

5. Comparing $t_{observed}$ to t_{table}

6. Making the conclusion based on PPM correlation.

The use of PPM correlation:

- a. To show whether there is significance correlation or not between variable x and variable y.
- b. To state the amount of variable donation each other and it is usually stated in percentage.

The table as below is explanation about the result of the range which is taken by Sugiyono (2013, p.257) as follows:

Table 3.9

Data range

R	Interpretation
0.80 – 1.000	Very high relationship
0.60 – 0.799	High relationship
0.40 – 0.599	High enough relationship
0.20 – 0.399	Low relationship
0.00 – 0.199	Very low relationship

F. Data Analysis Procedure

The writer did some ways in the data analysis procedure, they were as follows :

1. Preparation
 - a. Formulating the problem
 - b. Selecting title
 - c. Discussing with the counselor
2. Implementation
 - a. Preparing the questionnaire
 - b. Spreading out the questionnaire
 - c. Collecting questionnaire (data)
 - d. Processing and analyzing the questionnaire (data)
3. Finishing
 - a. Formulating and comparing the data analysis with hypothesis
 - b. Making scientific paper
 - c. Discussing with the counselor
 - d. Revising the result
 - e. Making conclusions

CHAPTER IV

DATA ANALYSIS

A. Data Description

In this chapter, the writer will presented the result of tabulation which is frequency distribution, reliability and validity test, normality test, hypothesis, and data interpretation.

1. Characteristic Respondent

Characteristic description respondent and this study covers gender and age. The sample used in this study were 30 students of 154 students. Description of the data can be seen in the following table:

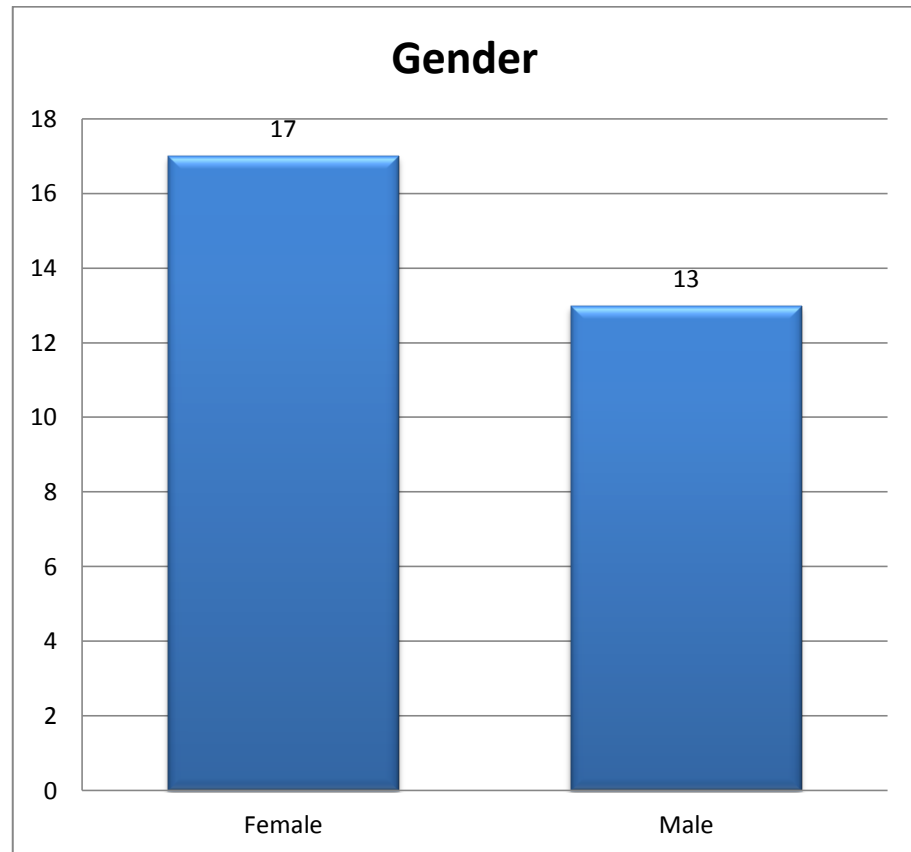
Table 4.1

The data respondent from gender

No.	Gender	Frequency	Presentation (%)
1.	Female	17	57 %
2.	Male	13	43 %
Total		30	100%

(source: Tabulation of respondent characteristic based on gender)

Based on table 4.1 the data respondent can be visualized in the bar charts. In the following picture of bar charts :

Diagram 4.1.1**Bar chart data respondent from gender**

(source: Tabulation of respondent characteristic based on gender)

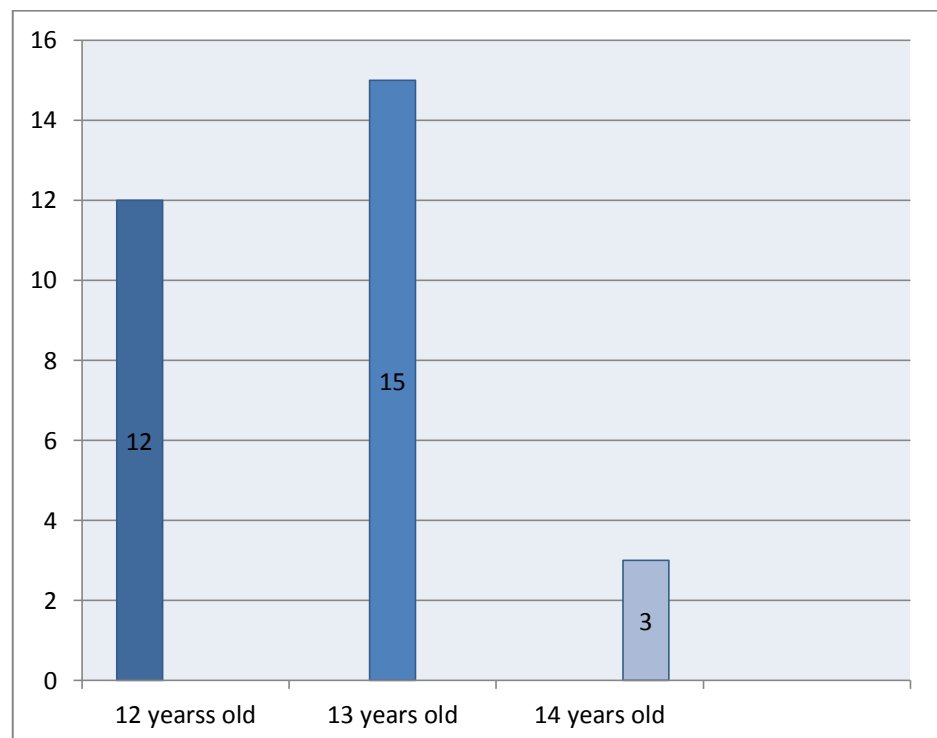
Based on data description from tabel 4.1 and grafik 4.1 it can be known that the amount respondent from gender female in the amount of 17 students with presentation 57 percent. The amount of respondent from gender male in the amount of 13 students with presentation 43 percent. Observation was conducted to get the percentage of 57 percent shows that the female students more than male students have a low percentage 43 percent.

Tabel 4.2**The Data respondent from age**

No.	Age	Frequency	Percentation (%)
1.	12	12	40 %
2.	13	15	50 %
3.	14	3	10 %
Total		30	100 %

(source: Tabulation of respondent characteristic based on age)

Based on table 4.2 the data respondent can be visualized in the bar charts. In the following picture of bar chart :

Diagram 4.2.1**Bar Chart Data responden from age**

(source: Tabulation of respondent characteristic based on age)

Based on data description from tabel 4.2 and grafik 4.2 it can be known that the amount respondent from age 12 years old in the amount of 12 students with presentation 40 percent. The amount of respondent from age 13 years old in the amount of 15 students with presentation 50 percent. And the amount of respondent from age 14 years old in the amount of 3 students with presentation 10 percent. Observation was conducted to get the percentage of 40 percent shows that the students age 12 years old. The students age 13 years old have presentation 50 percent. And the students age 14 years old have presentation 10 percent. Most students are 13 years old, some are still 12 years old, and some students have age 14 years old.

2. Frequency distribution

In this part, the writer presented the obtained data of the students tenses mastery and writing personal description test scores. Using SPSS calculation the writer got mean, median, mode and also maximum/minimum values of the tenses and writing test score. The first step was testing and processing frequency distribution of variable X (tenses mastery) and variable Y (writing personal description) test score using SPSS 21, the result will be presented at the following table below :

Table 4.3**tenses mastery**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	65.00	5	16.7	16.7	16.7
	70.00	12	40.0	40.0	56.7
	75.00	3	10.0	10.0	66.7
	80.00	8	26.7	26.7	93.3
	85.00	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

(Source: Output Frequency Distribution using SPSS 21)

From the result above, the writer got valid percent value which is 100%. It was divided as 16,7% of students who got score 65, 40% of students got score 70, 10% of students who got score 75, 26,7% of students who got score 80, 6,7% of students who got score 85.

Besides the tenses mastery test score, the writer also tested and processed writing personal description test score. The result will be presented at the following table below :

Table 4.4**writing personal description**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 70.00	10	33.3	33.3	33.3
75.00	15	50.0	50.0	83.3
80.00	3	10.0	10.0	93.3
85.00	1	3.3	3.3	96.7
90.00	1	3.3	3.3	100.0
Total	30	100.0	100.0	

(Source: Output Frequency Distribution using SPSS 21)

From the result above, the writer got valid percent value which is 100%. It was divided as 33,3% of students who got score 70, 50% of students got score 50, 10% of students who got score 80, 3.3% of students who got score 85, 3.3% of students who got score 90.

The other result of testing frequency distribution using SPSS showed the value of mean, median, mode, and also range valuen of both variables. The data will be presented at the following table below

:

Tabel 4.5**Output Frequency Distribution using SPSS 21****Statistics**

		Tenses Mastery	Writing personal description
N	Valid	30	30
	Missing	0	0
Mean		73.3333	74.6667
Std. Error of Mean		1.13293	.86215
Median		72.6667 ^a	74.0000 ^a
Mode		70.00	75.00
Std. Deviation		6.20530	4.72217
Variance		38.506	22.299
Skewness		.344	1.455
Std. Error of Skewness		.427	.427
Kurtosis		-1.092	2.963
Std. Error of Kurtosis		.833	.833
Range		20.00	20.00
Minimum		65.00	70.00
Maximum		85.00	90.00
Sum		2200.00	2240.00

a. Calculated from grouped data.

(Source: Output Frequency Distribution using SPSS 21)

From the calculation above, the mean of tenses mastery test score was 73.33 and 74.67 for writing personal descriptive test score. While the mode score was 70.00 for tenses mastery test score and 75.00 for writing personal descriptive test score. The last was median score which was 72.67 for tenses mastery test score and 74.00 for writing personal descriptive test score.

Besides using SPSS calculation, the writer also used manual calculation to get frequency distribution of tenses mastery and writing personal description test scores. The result of calculation will be explained below:

a. Distribution of Tense mastery Test Score

The tenses mastery test had been conducted in SMP Persada Bhakti at seventh grade. The test consist of 15 multiple choice, and the question was about tenses in the textbook. The students tenses mastery scores were presented in the following table.

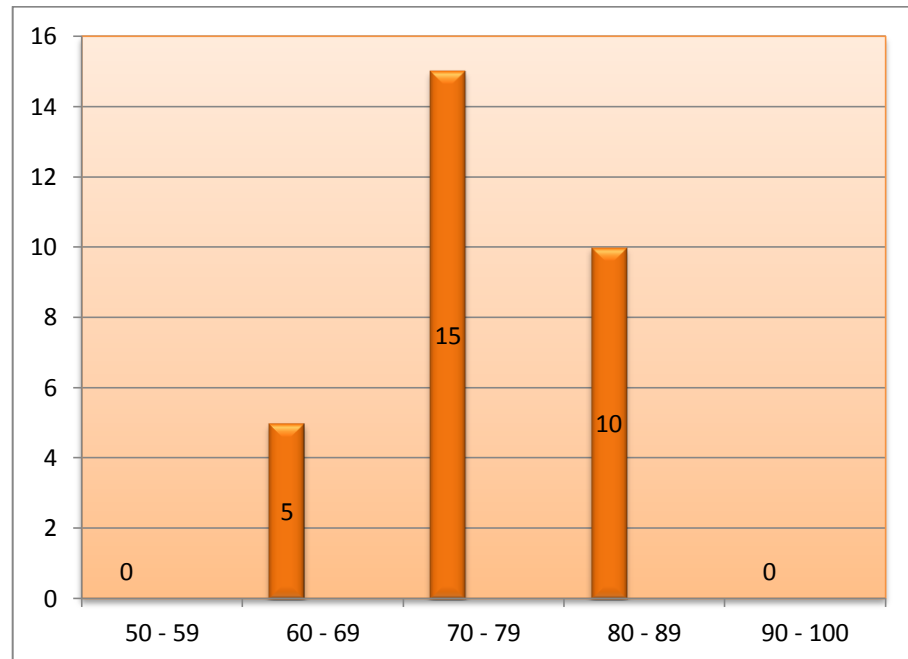
Tabel 4.6
Frequency distribution of Tenses Test Score
Using Manual Calculation

No.	Score	Frequency (f)	Frequency (%)
1.	50 – 59	-	0
2.	60 – 69	5	16,7
3.	70 – 79	15	50
4.	80 – 89	10	33,3
5.	90 – 100	-	0
Total		30	100 %

(Source: Tabulation of Tenses Distribution Test Score)

The calculation of frequency distribution of tenses mastery test score showed that there was variance of score with difference frequency and presentation. Which are 5 students or 16,7% got score between 60-69, similar to the students who got score between 70-79, and 15 students or 50%. Then the highest score was between 80-89, 10 students or 33,3% of the population at that level.

Thus, the comparison of variance frequency will be presented at the following diagram below:

Diagram 4.6.1**Frequency distribution of Tenses Test Score**

(Source: Tabulation Comparison of Frequency Distribution of Tenses Test Score)

b. Distribution of Writing Personal Description Test Score

The writing personal description test had been conducted in SMP Persada Bhakti at seventh grade. The test consist of 5 arrange the jumbled, the question was about writing in the textbook. Then consist of 5 fill in the blank, the question was about writing in the textbook. The students tenses mastery scores were presented in the following table.

Tabel 4.7

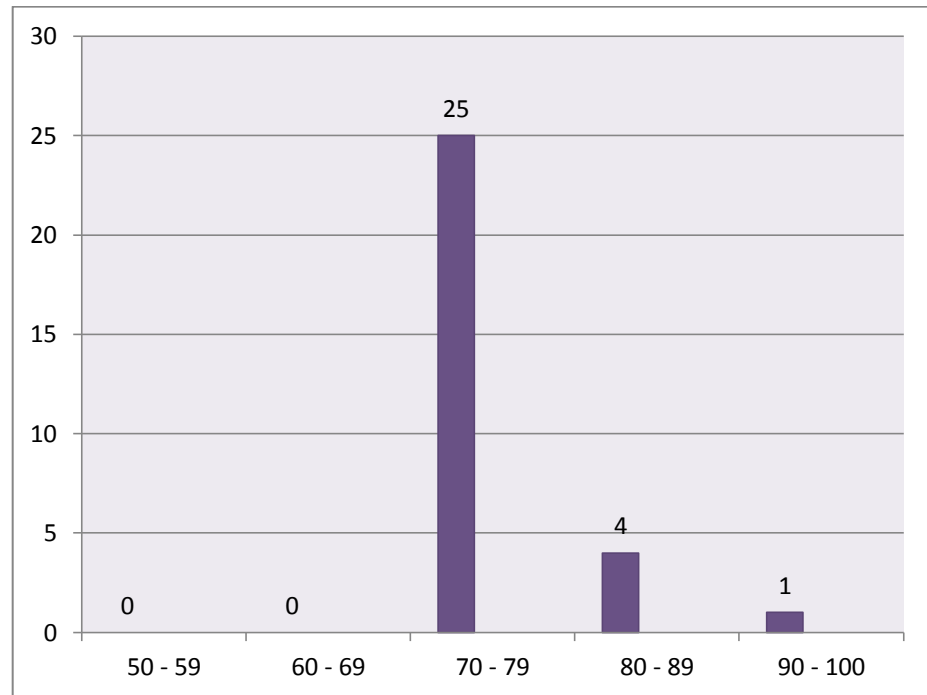
**Frequency distribution of Writing Personal Description Test Score
Using Manual Calculation**

No.	Score	Frequency (f)	Frequency (%)
1.	50 – 59	-	0
2.	60 – 69	-	0
3.	70 – 79	25	83,4 %
4.	80 – 89	4	13,3 %
5.	90 – 100	1	3,33 %
Total		30	100 %

*(Source: Tabulation of Writing Personal Descriptive Distribution
Test Score)*

The calculation of frequency distribution of writing personal description test score showed that there was variance of score with difference frequency and presentation. Which are 25 students or 83,4% got score between 70-79, and 4 students or 13,3% got score between 80-89, then the highest score was 3,33% of student or 1 student got 90-100 of the population at that level.

Thus, the comparison of variance frequency will be presented at the following diagram below:

Diagram 4.7.1**Distribusi frequency of Writing**

(Source: Tabulation Comparison of Frequency Distribution of Writing
personal description Test Score)

B. DATA ANALYSIS

In this sub the writer will presented the result of testing of normality, testing of reliability and testing of hypothesis.

1. Testing of Normality

Testing normality was used to know the normality of the data that was going to be analyzed whether both groups have normal distribution or not. The writer used SPSS program which is *One-Sample Kolmogorov-Smirnov* test to accomplish this test.

Based on the calculation using SPSS program, the asymptotic significant normality of the data of the students tenses and writing scores were 0.000 and 0.000. Then the normality both of the data were consulted with the table of *Kolmogorov-Smirnov* with the level of significance 5% ($\alpha=0.05$). Since asymptotic significant of tenses = 0.000 and asymptotic significant of writing = 0.000 $\geq \alpha = 0.05$, it could be concluded that the data were in normal distribution. The result of SPSS program could be presented on the following table :

Table 4.8
Normality Test using One-Sample Kolmogorov-Smirnov Test

		One-Sample Kolmogorov-Smirnov Test	
		tenses mastery	writing personal description
N		30	30
Normal Parameters ^{a,b}	Mean	73.3333	74.6667
	Std. Deviation	6.20530	4.72217
Most Extreme Differences	Absolute	.271	.305
	Positive	.271	.305
	Negative	-.192	-.195
Test Statistic		.271	.305
Asymp. Sig. (2-tailed)		.000 ^c	.000 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

(Source: Output SPSS 21, tabulation of Normality Test)

2. Testing of Reliability

Reliability test has done using SPSS program *Cronbach's Alpha*.

The result will be presented at the following table below :

Table 4.9.1
Reliability Test using Cronbach's Alpha Test

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Table 4.9.2
Reliability Test using Cronbach's Alpha Test

Reliability Statistics

Cronbach's Alpha	N of Items
.754	2

The result shows Cornbach's Alpha's value is 0.754 which is higher than the minimum requirement (0.05). It means the data was reliable and accepted.

3. Testing of Hypothesis

Before deciding the result of hypothesis, the writer purposed interpretation toward r_{observed} with procedures as follow:

1. Formulating the null hypothesis (H_0): there is no significant correlation between tenses mastery and writing personal description.
2. Formulating the alternative hypothesis (H_a): there is significant correlation between tenses mastery and writing personal description.

Further discussion, the writer follow some assumption, which are:

1. If $r_{\text{observed}} \geq r_{\text{table}}$, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. It means, there is a significant correlation between tenses mastery and writing personal description.
2. If $r_{\text{observed}} < r_{\text{table}}$, the null hypothesis (H_0) is accepted, and the alternative hypothesis (H_a) is rejected. It means, there is no significant c between tenses mastery and writing personal description.

Thus, the writer used Pearson Product Moment Correlation calculation with the significant level of the refusal of null hypothesis $\alpha = 0.05$. The writer calculated by using SPSS Program to test the hypothesis using Pearson Product Moment Correlation. Based on calculation of SPSS program, the correlation is 0.628.

The result of calculation will be presented at the following table below:

Table 4.10
Calculation of Correlation using SPSS Program

		Correlations	
		tenses mastery	writing personal description
tenses mastery	Pearson Correlation	1	.628**
	Sig. (2-tailed)		.000
	N	30	30
writing personal description	Pearson Correlation	.628**	1
	Sig. (2-tailed)	.000	
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

(Source: Output SPSS 21 Calculation of correlation)

Thus, the r_{observed} was compared with r_{table} . By seeing at the data of r table with $n=30$, or $df=30-2=28$, and $\alpha = 0.05$, the writer got 0.361 as

r_{table} . So, it could be concluded that $r_{\text{observed}} \geq r_{\text{table}}$. It means there is correlation between vocabulary mastery and speaking ability.

Then, the writer calculated the contribution of tenses mastery to writing personal description by using coefficient of determination, which is:

$$\text{Coefficient of Determination} = r^2 \times 100\%$$

So, the contribution of tenses mastery to writing personal description is $0.628^2 \times 100\% = 39.43\%$.

It means, tenses mastery has contribution to writing personal description, which is 39.43%. Meanwhile, the other factors that tenses mastery could be by another factors that have not been researched by the writer.

C. Data interpretation

After processing all data with product moment formula, it shows that there is a positive correlation between tenses mastery and writing personal description at SMP Persada Bhakti can be interpreted as follows:

1. From the correlation between tenses mastery and writing personal description shows the number 0.628. The results show that both variables have a **high** correlation. According to Sugiyono's table

(2013, p.257) guidelines for interpretation the correlation coefficient as follows :

Table 4.11
Interpretation the Correlation Coefficient

Coefficient Correlation	Interval Coefficient
0.80 – 1.000	Very high relationship
0.60 – 0.799	High relationship
0.40 – 0.599	High enough relationship
0.20 – 0.399	Low relationship
0.00 – 0.199	Very low relationship

2. From correlation, sign coefficient correlation show 0,628 or positive means between the two variabel tenses mastery and writing personal description have the direction of the correlation its same.
3. Seeing the significant of correlation and hypothesis, the significant can be seen by comparing the significant value. If the value obtained > 0.05 shows no significant and h_a is rejected, if the value is < 0.05 , then it indicates that there is significant and h_a and h_a is **accepted**. The table result show the significant $0.00 < 0.05$ which is means the correlation is significant while accepting h_a and rejecting h_o which states there is a correlation between tense mastery and writing personal description.

Based on the interpretation above, it can be concluded that the result of the tenses mastery and writing personal description hypothesis test are 0.628. In accordance with the standart *Product Moment Pearson r* tabel if the sample consists of 30 students is 0.361 and that means $0.628 > 0.361$ then the hypothesis is **accepted**.

D. The Implication

As the one of compulsory subject in learning English, tenses is related and has correlation with writing. Without tenses mastery, the students will confuse in writing. That is, tense mastery absolutely has significant correlation with writing personal description which is in learning in shcool. The writer has finally found the correlation between two variables by using single correlation of statistic method. Thus, 0.628 is the significant result of the correlation between tenses mastery and writng personal description.

CHAPTER V

CONCLUSION AND SUGGESTION

From this chapter, the research gave the conclusion between tenses mastery and writing personal description in SMP Persada Bhakti at seventh grade in the following.

A. Conclusion

Based on the result of the research, the researcher concluded as follows :

1. The result of gender respondents from this research for male is 43 % with 13 repondents and for female is 57 % with 17 respondents. So most of the repondents is dominated by female with 57 %
2. The result of ages respondents from this research is 40 % for 12 years old with 12 respondents. 50% for 13 years old with 15 respondents. 10% for 14 years old with 3 respondent. So most of the respondents is dominated by 13 years old with 50%.
3. For the result of variable X (tenses mastery) the writer found that the highest score for this test is 85 and the lowest score is 65.
4. For the result of variable Y (writing personal description) the writer found that the highest score for this test 90 and the lowest score is 70.
5. The result of this research is 0.628 it means that correlation between tenses mastery and writing personal description in SMP Persada Bhakti is **high correlation.**

6. There is significant correlation between tenses mastery and writing personal description at seventh grade in SMP Persada Bhakti. With coefficient correlation r tabel 0.361.

Based on the descriptive above, it can be concluded that there is a significant correlation between tenses mastery and writing personal description at seventh grade in SMP Persada Bhakti.

B. Suggestion

Based on the conclusion, the writer would like to give some suggestion for SMP Persada Bhakti Bekasi that are probably useful in the future both the school's staffs and the students.

1. To the students :

It is important for students to try to support all of effort of scholl to increase English language. Especially learn tenses and writing as follows:

- a. To increase vocabulary students in writing.
- b. To add an understanding about tenses.
- c. Never stop to improve skills.

2. To the teacher

The teacher should prepare material for pre-learning English lesson. To make the process run well, the teacher have a main roles.the creative must be innovative, and objective in the class, to give the motivation and to ask the students to practice their English.

3. To the school

The school would like to give more attention to the students in increasing their English skill. Making English community, add the material and facilities to make the students comfort in learning process, participate in any competition.

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BIOGRAPHY



The writer was born in Bekasi on 14 September 1996, her mother is Samah and father is Muh. Sidik. She is the second child of three siblings and was educated at 1 Elementary School Tambun 03, in 2002-2008. She continued studying to Madrasah Tsanawiyah AR-RAUDHAH in 2009 – 2011. The writer took Accounting Department when she was in Senior High School Karya Bhakti 3 in 2012 – 2014. She has ever been worked as Staff Administration at PT. Trijaya Sukses Indonesia in West Java for three years. In 2014, the writer decided to continue her study of English and joined the School of Foreign Language – JIA Bekasi at English Department.