

**AN ANALYZE OF SIMPLE PRESENT TENSE TOWARD STUDENTS'  
WRITING ABILITY  
(Case study at Class VIII A SMP Attaufiqiyah Baros Serang)**

**Suntiyah**

*Alumni STKIP Banten*

**Bendra Wardana**

*Dosen STKIP Banten*

**ABSTRACT:**The title of A script is “An analyze of simple present tense toward students’ writing ability (Case study at Class VIII A SMP Attaufiqiyah Baros Serang) objectives of the research to know percentage of students grammatical ability toward writing simple present tense at Class VIII A SMP Attaufiqiyah. The researcher was conducted at class VIII A SMP Attaufiqiyah Baros Serang. The population and sample of the research is class VIII A SMP Attaufiqiyah, they are 30 students. The data were analyzed based qualitative resaeach and descriptive method. The data were obtained from observation, and gives a essay test. The test is make a paragraph of simple present in daily activity in 20 sentences. The result shows that no one student or 0% of the testis got the score between 0-20, six students or 20% of the testis got the score between 21-40, five students or 17% of the testis got the score between 41-60, twelve students or 40% of the testis got the score between 61-80, and only seven students or 23% of the testis got the score between 80-100, Therefore, the reseachher could that the students’ achivemement is enough with the percentage 17% from the test writing of simple present tences in 20 sentences.

**Keyword :** Simple Present Tense, Writing Ability

## **1. INTRODUCTION**

Human being always need to interact with others to fulfill their needs. to achieve that, we use means called language. language is a sistem of choice by which we communicate certain functions, allowing us to express our experiences of the world, to interact with others, and to create coherent messages English is one of the international languages. It has an important role in the world. Most people use English to communicate with other people from other countries. Science, technology, art and culture development also cannot be separated to the role of this language. To be capable in mastering, there are four skills in English that we have to study well, they are listening, speaking, reading and writing. Writing is one of the skills which the student learn and have to be more component. Because it is the basic skill and activity to communicate the language which used the written form as tool and the activity of delivering the massage. Writingis acomplex skill because itrequires the ability to spell, structure and use vocabulary. As we know, writing supported by many kinds of rules especialy by grammar rules. The student mostly do not know well about usage of simple present tense in classroom.

Therefore writer is interested in to recognize about the ability of students’ grammar focused on simple present tense. The students’ ability in simple present tense is expected to be able to use in students’ writing skill. The purpose is to guide the student in how to make good writing in English. During the writing process how ever a students does not have of examining the sentence in which a word is used. He / she is create the sentence, therefore as a writer for example the student should be able to spontaneously to recall words that are know. It is not only by sight but also that by understood well enough to use correctly. Therefore writer wants to analyze how far the students can use the simple present tense rules into a good writing. Based on the describing above the writer interested in to analysis of grammar focused on simple present tense toward students’ writing

ability. So that the writer states the title of “ An analyze of simple present toward students’ writing ability.”

## **2. THEORITICAL FRAMEWORK**

### **2.1. Grammar**

Grammatical theories are applied to the descriptions of individual language in one technical sense a Grammar is a theory of language description. It is soported by David Cristal Grammar is the set of the rules that definition the was in which units such as words and phrases can be combined in language.

### **2.2. Simple Present Tense**

In addition Lecch (2005) Simple present tense explains the general facts, habits or activities or happening which are repeated, and states therefore, simple present is to explain the event which an action is repeated or usual. The action can be a habit, a hobby, a daily event, a scheduled event or something a person often forgets or usually does not do. simple present tense is a sentence which the action, happen, activity, which happening today or habitual daily. There are two pattern in simple present tense.

### **2.3. Writing**

Raimes (1983) stated that writing is a skill which it expresses the ideas feeling and thought are arranged in word sentences and paragraph by using eyes, hand and brain. Writing has a private importance as a tool for clear thinking, sharpening our awareness of the relishes around us solving problems and shaping arguments developing that short of knowledge clear specific detailed that make human consciousness different form every other from of consciousness on earth .

### **2.3. Vocabulary**

Person's vocabulary is the set of words within a language that are familiar to that person. A vocabulary usually develops with age, and serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language.

## **3. RESEARCH METHODOLOGY**

### **3.1. Population and Sample**

#### **a. Population**

The population of the research is all the eight grade students of SMP Attaufiqiyah Baros – serang. Based on school administration the number of the population is 120 students.

#### **b. Sample**

The research subject is eight grade of Junior High School. The total number of eight grade student in SMP Attaufiqiyah are 120 Students which consist of four classes. The research took 30 students from random technique.

### **3.2. Method of The Research**

In conducting the research, the writer use description method and the writer use kulitative research. A qualitative research, the instrument of the reseach is the researcher him / her self. As human instrument a qualitative researcher determines the focus of the research choose the informer as a source of data, collect the data, assess the quality of the data, interpreting data and make a conclusion of the findings.

### **3.3. Technique of Collecting Data**

Technique of collecting data this research is test. The reseach used a test to find out the students’ writing ability by using simple present tense. The test is to make a paragraph of simple present in daily activity in 20 sentences. The criteria on measuring and scoring students’ writing daily activity

just three aspect : generic structure, grammatical, vocabulary. And on giving three score for writing, the writer makes scoring scale as follow :

Generic structure : if it's correct, the score 2, If it's incorrect, the score 0

Grammatical : if it's correct, the score 2, if it's incorrect, the score 0

Vocabulary : if it's correct, the score 1, if it's incorrect, the score 0

Total score in the point one sentence is "5"

### **3.4. Data Analysis Teqhnique**

The analysis during collecting data gave change to field researcher to think about data and arrange strategy for collecting data. The researcher used the method by Anas Sudiono (1999). The technique that was used to calculate the data was bellow :

$$P = \frac{F}{n} \times 100\%$$

Note :

P = Percentage

F = Frequency of result that students got from their test

n = Respondent (sample)

## **4. RESULT ACHIEVEMENT**

### **4.1. Result of the research**

The researcher conducted the research on January 28<sup>th</sup> 2014. She observed the teaching process, when the students learnt grammar simple present tense toward students writing ability.

On January 28<sup>th</sup> 2014 she observed it. Moreover, the purpose of the research is know about how the teacher taught and students learnt and cope with their grammar simple present tense toward writing. Then she gave a test to 30 students of eight grade at SMP Attaufiqiyah Baros – serang and she gives command making 20 sentences of simple present tense. The teacher gave a little explanation to student how they would write it without their teacher, she ask them to write it carefully in grammar simple present tense, because they are very important and the basic element in writing which student mush comprehended about them. If they comprehended about them, their writing would be well. When they wrote simple present tense, they always asked the writer about the test like how they must wrote or did that test. And also they asked about vocabulary and good structure about their writing it. After they asked again with their friends and saw their friends answers a test. Therefore, they not confident with their self answers. Made them was no be creative in writing it. Moreover, it is clear that some students got confused in writing simple present tense. Because from 30 students and the result has been done by the writer, is found that there are 3 students who gets the wost score, 4 students who gets unsatisfactory score, 9 students who gets enough score and 14 students who gets very good score.

Table 4.1  
Simple present tense (The Highest Score to the Lowest Score)

No	Respondents	Number Items																			Total Score	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19		20
1	1	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	100	
2	2	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	100	
3	3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	100	
4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	100	
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	0	5	5	5	5	90	
6	6	5	5	5	0	5	5	5	5	5	5	5	5	0	5	5	5	5	5	5	90	
7	7	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	0	5	5	5	90	
8	8	5	5	5	5	5	5	5	5	5	5	5	0	5	0	5	5	5	5	0	80	
9	9	5	5	5	5	5	0	5	5	5	5	5	5	5	0	0	5	0	5	5	80	
10	10	5	5	5	5	5	5	5	5	5	5	5	5	0	5	5	0	0	5	0	80	
11	11	5	5	5	5	5	5	5	5	5	5	5	5	5	5	0	0	0	0	0	80	
12	12	5	5	5	5	5	5	5	5	0	5	5	5	5	5	0	5	5	0	5	80	
13	13	5	0	5	5	5	5	5	5	5	5	5	5	0	0	5	5	0	5	5	80	
14	14	5	0	5	0	5	5	5	5	5	5	5	0	5	0	5	5	5	5	5	80	
15	15	5	5	5	5	5	5	5	5	5	5	0	5	0	5	0	5	0	0	0	70	
17	16	5	5	5	5	5	5	5	5	5	5	0	5	0	5	5	0	0	0	0	70	
16	17	5	5	5	5	5	5	5	5	5	5	0	5	0	5	5	0	0	0	0	70	
18	18	5	5	5	0	5	5	5	5	0	5	5	0	5	0	0	5	5	5	0	70	
20	19	5	0	5	5	5	5	5	5	0	5	5	5	0	5	5	5	0	0	0	70	
19	20	5	0	5	5	5	5	5	5	0	5	5	5	0	5	5	0	0	0	0	60	
21	21	5	0	5	0	5	5	5	5	0	5	5	5	0	5	0	0	5	5	0	60	
22	22	5	0	5	0	5	5	5	5	0	5	5	0	5	0	5	5	5	0	0	60	
23	23	5	0	5	0	5	5	5	5	0	5	5	5	0	5	5	0	0	0	0	60	
24	24	5	0	5	0	5	5	5	5	5	0	5	5	0	0	5	0	0	0	0	50	
25	25	5	0	5	0	5	5	5	5	0	5	5	0	0	0	0	0	0	0	0	40	
26	26	5	0	5	5	5	5	5	5	0	5	0	0	0	0	0	0	0	0	0	40	
27	27	5	0	0	0	5	5	5	5	0	0	5	0	5	0	0	0	0	5	0	40	
29	28	5	0	5	5	5	0	0	5	5	0	0	0	0	0	0	0	0	0	0	30	
28	29	5	0	0	0	0	5	5	5	0	5	5	0	0	0	0	0	0	0	0	30	
30	30	5	0	0	0	5	5	5	5	5	0	0	0	0	0	0	0	0	0	0	30	
Total		150	80	135	95	145	140	145	150	100	125	135	90	100	60	90	95	75	60	65	45	2080

Based on the names of the students, we get the following scores:

- Respondent 1 = 100
- Respondent 2 = 100
- Respondent 3 = 100
- Respondent 4 = 100
- Respondent 5 = 90
- Respondent 6 = 90
- Respondent 7 = 90
- Respondent 8 = 80
- Respondent 9 = 80
- Respondent 10 = 80
- Respondent 11 = 80
- Respondent 12 = 80
- Respondent 13 = 80
- Respondent 14 = 80
- Respondent 15 = 70
- Respondent 16 = 70
- Respondent 17 = 70
- Respondent 18 = 70
- Respondent 19 = 60
- Respondent 20 = 70
- Respondent 21 = 60
- Respondent 22 = 60
- Respondent 23 = 60
- Respondent 24 = 50
- Respondent 25 = 40
- Respondent 26 = 40
- Respondent 27 = 40
- Respondent 28 = 30
- Respondent 29 = 30
- Respondent 30 = 30

#### 4.2. Serve Of Data

After classifying the items into simple present sentence, the data was analyzed. The data analyzed as follows :

Table 4.2  
Frequency of Score Respondent

No.	Item	Score	Amount of Respondent	percentage of Respondent (%)	Category
1	Simple Present Tense	81 - 100	7	23%	Very Good
2		61 - 80	12	40%	Good
3		41 - 60	5	17%	Fair
4		21 - 40	6	20%	Not good
5		0 - 20	0	0%	Bad
<b>Total</b>			30	100%	

Based on table 4.2 for the calculating of the students test, The researcher use the following formula :

$$P = \frac{F}{n} \times 100\%$$

Note :

P = Percentage

F = Frequency of result that students got from their test

n = Respondent (sample)

For score number 1 : from 30 students who do the test, only 7 students who got the score between 81 – 100, the result precentages is  $\frac{7}{30} \times 100\% = 23\%$

For score number 2 : from 30 students who do the test, only 12 students who got the score between 61 – 80 , the result percentages is  $\frac{12}{30} \times 100\% = 40\%$

For score number 3 : from 30 students who do the test, only 5 students who got the score between 41 – 60, the result percentages is  $\frac{5}{30} \times 100\% = 17\%$

For score number 4 : from 30 students who do the test, only 6 students who got the score between 21 – 40, the result percentages is  $\frac{6}{30} \times 100\% = 20\%$

For score number 5 : from 30 students who do the test, no one got the score between 0 – 20, the result percentages is  $\frac{0}{30} \times 100\% = 0\%$

### The explanation are :

There are 23% students who very good, it mean that the students understand very much about how to write sentences in simple present tense for daily activity, the result is  $\frac{7}{30} \times 100\% = 23\%$

There are 40% students who good, it mean that the students understand good about how to write sentences in simple present tense for daily activity, the result is  $\frac{12}{30} \times 100\% = 40\%$

There are 17% students who fair, it mean that the students just little understand about how to write sentences in simple present tense for daily activity, the result is  $\frac{5}{30} \times 100\% = 17\%$

There are 20% students who not good, it mean the students can't understand about how to write sentences in simple present tense for daily activity , the result is  $\frac{6}{30} \times 100\% = 20\%$

## 5. CONCLUTIO AND SUGESTION

### 5.1. Conclusion

Concerning to the result of the previous finding, analysis and the description and Interpretation of the data, the writer can to the conclusion concludes that : There are 23% students understand very much about how to write sentences in simple present tense for daily activity, 40% students suffice understand about how to write sentences in simple present tense for daily activity, 17% students just little understand about how to write sentences in simple present tense for daily activity, and

20% students can't understand about how to write sentences in simple present tense for daily activity. Beside on the discussion and analysis of data, the write to conclude that most students can't understand and there are still have difficulties about how to write sentences in simple present tense for daily activity.

## **5.2. Suggestion**

After making the conclusion about students' writing ability in daily activity, the writer would like to give some suggestion as follow:

that few students still had difficulties with simple present tense toward writing ability. One of them had difficulties in making their correct sentence using grammar simple present tense. Therefore, it is important for English teacher and the students pay attention in writing simple present tense. The teacher should help the students to get a better habit in writing especially recognizing the simple present tense. The students need to do more exercises in simple present tense in order that they will not get difficulties in using simple present tense anymore and they can improve their English ability especially in grammar.

## **BIBLIOGRPHY**

- Arikunto, Suharsimi. 2010. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Hesti Sevilanasari, 2009. *An analysis on students' Difficulties in Writing Simple Sentence Through Advertisement*
- Irmscher, William F. 1969. *Way of writing*. New York: MC Graw Hill Book Company. (p;24)
- Koller, Jackie. 2007. *Writing Process*. <http://www.geocities.com>
- Lado.MJ.2008. *Complete English Grammar*. Titik terang. Jakarta P,8
- Raimes, Ann. 1983. *Technique in teaching writing*. New York: Oxford University Press.
- Sudiono, Anas. 1999. *Pengantar Statistika Pendidikan*. Jakarta: Rajawali Press
- Sugiono, 2008. *Memahami penelitian kualitatif*. Bandung: CV Alfabeta.
- Sukardi.2003.*Metodologi penelitian pendidikan*. Jakarta: Bumi Aksara