

**THE CORRELATION BETWEEN STUDENTS' MASTERY OF
TENSES AND THEIR ACHIVEMENT IN DESCRIPTIVE
WRITING**
(A Study at Department of English Language Education UIN Ar-Raniry)

THESIS

Submitted by

MAGHFIRAH

NIM. 140203182

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education



**FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
2020 M / 1441 H**

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh
in Partial Fulfillment of the Requirements for
The Bachelor Degree of Education in English Language Teaching

by:

MAGHFIRAH

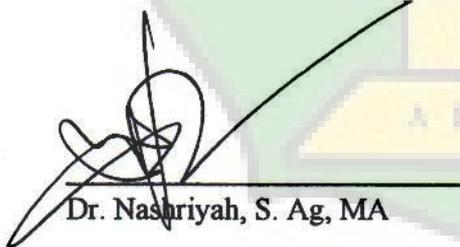
NIM. 140203182

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

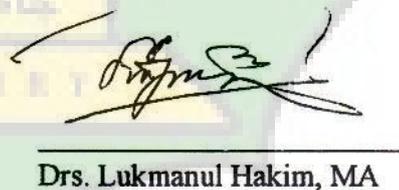
Approved by:

Main Supervisor,

Co-Supervisor,



Dr. Nashriyah, S. Ag, MA



Drs. Lukmanul Hakim, MA

Date: 30 / 12 / 2019

Date: 30 / 12 / 2019

It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfilment of the requirements
for the Bachelor Degree of Education in English Language Teaching

On:

11 January 2020

Saturday,

15 Jumadil Awal, 1441 H

In Darussalam, Banda Aceh

Board of Examiner,

Chairperson,

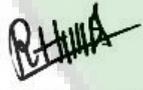
Secretary,

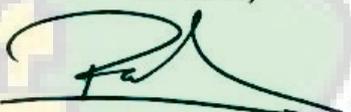

Dr. Nashriyah, S. Ag, MA


Ikhwana Dhivah, S.Pd

Member,

Member,


Rita Hermida, M. Pd


Rahmat Yusny, M. TESOL

Certified by:

The Dean of Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Ar-Raniry Banda Aceh



Dr. Muslim Razali, S.H., M.Ag

NIP. 195903091989031001

SURAT PERNYATAAN KEASLIAN
(Declaration of Originality)

Saya yang bertanda tangan di bawah ini:

Nama : Maghfirah
NIM : 140203182
Tempat/tanggal lahir : Samalanga, 23 Maret 1996
Alamat : Jln. Lingkar kampus UIN, Darussalam, Banda Aceh

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

**The Correlation between Students' Mastery of tenses and their achievement in
descriptive writing (A Case Study at Department of English Language
Education, UIN Ar-Raniry)**

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 30 Desember 2019
Saya yang membuat surat pernyataan,



Maghfirah

ACKNOWLEDGEMENT

All praises are due to the Almighty Allah SWT, Who has blessed and given the chance, health, and strength in writing and finishing my thesis. Peace and salutation be upon to the beloved prophet Muhammad SAW, his companions, and his faithful followers who strived in Allah's religion, Islam.

I would like to express sincere gratitude to my supervisor; Mrs. Dr. Nashriyah, S.Ag, MA and Mr. Drs. Lukmanul Hakim, MA for supporting my thesis with patience, insightful comments, and immense knowledge. This thesis would not have been finished without their sincere patient and encourage guidance. Also, I would like to deeply thank participants; the students of English Language Education, for their kindly help during my research.

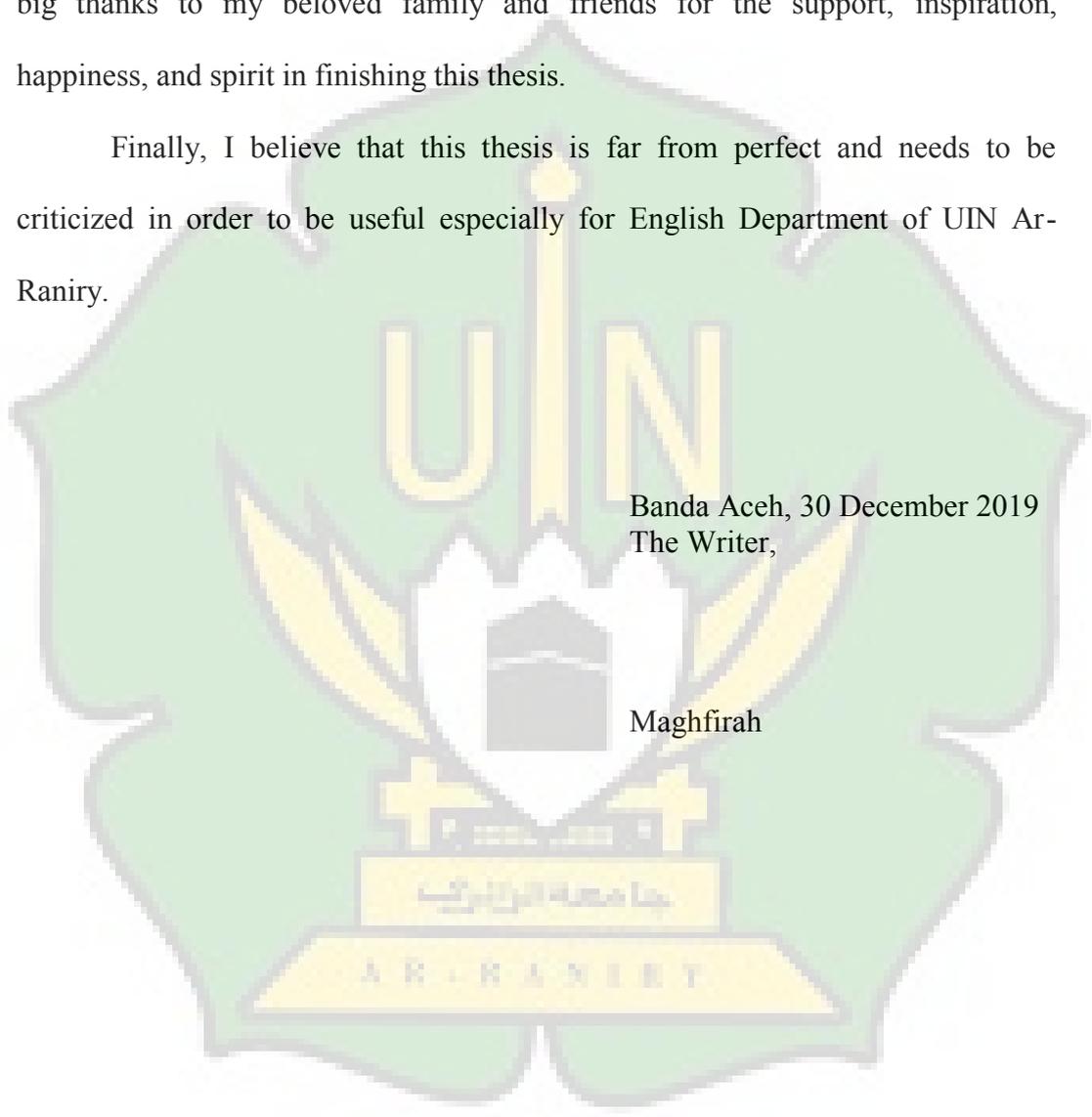
Then, I give special thanks to Mrs. Khairiah Syahabuddin, M. HSc. ISL, M. TESOL, Ph.D. as my academic supervisor who has supervised me since I was in the first semester until now. Then, my thanks to all staff of English Department, all of the lecturers both English Department and non-English Department lecturers, and the staff of Faculty of Education and Teacher Training of UIN Ar-Raniry who have helped and guided me during my study in Department English Language Education of UIN Ar-Raniry.

The last, I would like to thank my best motivator in this world, my beloved dad Muhammad Husen, S.pd and my mom Juwairiah for all their patiently Support, love, attention, and prayers (May Allah blessed them). I also dedicate my big thanks to my beloved family and friends for the support, inspiration, happiness, and spirit in finishing this thesis.

Finally, I believe that this thesis is far from perfect and needs to be criticized in order to be useful especially for English Department of UIN Ar-Raniry.

Banda Aceh, 30 December 2019
The Writer,

Maghfirah



ABSTRACT

Name : Maghfirah
NIM : 140203182
Faculty : *Fakultas Tarbiyah dan Keguruan*
Major : Department of English Language Education
Thesis Working : The Correlation between Students' Mastery of Tenses and Their Achievement in Descriptive Writing
Main Supervisor : Dr. Nashriyah, S. Ag, MA
Co-Supervisor : Drs. Lukmanul Hakim, MA
Keywords : Mastery of Tenses; Descriptive Writing

The purpose of this study was to find out the correlation between students' mastery of tenses and their achievement in descriptive writing. This study applied a random sampling technique where the population was all of the third-semester students of English department of UIN Ar-Raniry and the sample was 65 students. The data was collected by administering of Tenses test and Descriptive writing test. The data were analyzed by using Pearson Product Moment to investigate the correlation between both variables. The result showed that the coefficient between variable X and variable Y was $r_{xy} = 0.923$. The criteria of correlation between two variables among 0.81-0.99 showed a high correlation. The result of the analyses showed that there was a significant correlation between students' mastery of tenses and their achievement in descriptive writing of English department students of UIN Ar-Raniry. Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. The result suggested that the students who have a high score in Tenses tests tend to have good descriptive writing and vice versa.

TABLE OF CONTENTS

DECLARATION OF ORIGINALITY	i
ACKNOWLEDGEMENT	ii
ABSTRACT	iv
LIST OF CONTENTS	v
LIST OF TABLES	vi
LIST OF APPENDICES	vii
CHAPTER 1 INTRODUCTION	1
A. Background of the Study	1
B. Research Questions	6
C. Research Aims	6
D. Significance of the Study	7
E. Terminologies	7
CHAPTER 2 LITERATURE REVIEW	9
A. Definition of Tenses	9
B. Definition of Descriptive Writing	18
C. The Correlation Between Tenses and Descriptive Writing.....	21
CHAPTER 3 RESEARCH METHODOLOGY	24
A. Research Design	24
B. Population and Sample.....	24
C. The Technique of Data Collection	25
D. The Technique of Data Analysis	26
E. Statistical Hypothesis.....	26
CHAPTER 4 FINDINGS AND DISCUSSIONS	28
A. Data Analysis	28
1. Result of Tenses Test	28
2. Result of Descriptive Writing	33
3. Pearson Product Moment Correlation (r_{xy}).....	35
B. Discussion	40
CHAPTER 5 CONCLUSIONS AND SUGGESTIONS	43
A. Conclusions.....	43
B. Suggestions	44
REFERENCES	45
APPENDICES	
AUTOBIOGRAPHY	

LIST OF TABLES

Table 3.1	<i>Interpretation Score of Correlation</i>	22
Table 4.1	<i>Students' Score of Tenses Test</i>	29
Table 4.2	<i>Students' Score of Descriptive Writing Test</i>	33
Table 4.3	<i>The Calculation of Pearson Product Moment</i>	36
Table 4.4	<i>Product Moment Correlation</i>	40



LIST OF APPENDICES

- APPENDIX A Appointment Letter of Supervisor
APPENDIX B Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to conduct field research
APPENDIX C Confirmation Letter from Department of English Language Education
APPENDIX D Instrument of Tenses Test
APPENDIX E Instrument of Descriptive Writing Test



CHAPTER 1

INTRODUCTION

A. Background of the Study

Tenses are the verb-based method used to indicate the time, and sometimes the continuation or completeness, of an action or state about the time of speaking. Juharie (2006) states that tenses are the spirit of English grammar, not mastering tenses is often analogous to not understanding and not being able to speak English. According to Kardimin (2006), tenses are verbs related to time-related to actions, events in a sentence. The important mastery of tenses is as a basis for someone who wants to be proficient in producing English sentences in both scientific contexts and daily activities. In addition, Tenses is essential in writing. A good writer needs a wide range of tenses to strengthen the clarity and accuracy of their writing.

Fhonna (2014, p. 1) Writing is an essential practice to be taught at any level of education. It represents the students' ability in collaborating words to make meaning of the language used. Descriptive writing is to describe a person, place or thing in such a way that a picture is formed in the reader's mind. Capturing an event through descriptive writing involves paying close attention to the details by using all of your five senses. Teaching students to write more descriptively will improve their writing by making it more interesting and engaging to read. Descriptive writing includes tenses, structure skills, word groups, and topic formulation. It is mean that someone wants English, so the

writer must know tenses because Tenses are grammar and that is the most important part of English.

This study is a correlation between the students' mastery of tenses and the students' achievement in descriptive writing. Tenses are X variable or independent variable while their achievement in descriptive writing is Y as the dependent variable. It is assumed that there is a relationship between the students' mastery of tenses and the students' achievement in descriptive writing. The researcher believes that the more they understand in tenses, the better they will write in descriptive writing. Therefore, improving mastery in English tenses will allow them to write descriptive text more effectively.

Tenses are one of the fundamental aspects that affect one's descriptive writing. Without a good mastery of tenses; they have difficulties in conveying their ideas in descriptive writing. Furthermore, Frodesen and Eyring (1994, as cited in Fatemi, 2008) defines that tenses can help writers develop and enrich linguistic resources needed to express ideas effectively.

The advantages of learning descriptive writing are that they will be accustomed to thinking in English, expanding knowledge in making a work-articles and journals, practicing the ability to explain a text, channeling creativity and developing imagination such as creating blogs- short stories- and reviews. Writing is one of the most important things you do in college (Gebhardt & Dawn Rodrigues 1989).

Then the impact if they do not understand descriptive writing is that they will certainly have difficulty in their writing thesis, write a conclusion at the end of activities or weak IELTS writing score.

Some studies have revealed that mastery of tenses has some effects and relationship with descriptive writing. A study on the relationship was conducted by Rahmati (2018) under the title "The Correlation Between Vocabulary Mastery And Students' Writing Skill". There were 30 students as the participants of the study. The instruments used in collecting data were multiple tests in the form of choice and essay in free writing.

Based on the findings of the data analysis it has been identified that the score of r_{xy} is 0.607. Therefore, the score of coefficient correlation of both degrees of significance is higher in comparison with the score of r table, it shows that alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. In other words, there is a significant relationship between students' vocabulary mastery and their writing skill. It means that the more vocabulary they master, the better writing skill they have.

Besides, there was a study conducted by Putri (2017) about The Correlation between Students' Mastery of Simple Present Tense and Their achievement in Writing Descriptive Text For Second-Year Students At SMPN 16 Banda Aceh. This study was conducted to find out students' mastery of simple present tense and their achievement in writing descriptive text with 40 students and used 20 items multiple choice and free writing descriptive text.

The obtained value of correlation coefficient is 0.53 while the critical value of product-moment correlation with $\alpha = 5\%$ and $df = N-2 = 40-2 = 38$ is 0.312. Since the R-value is higher than the critical value of r product moment, the correlation between the two variables is significant. This indicates that the null hypothesis of correlation is rejected, and thus the investigation confirms that there is a significant positive correlation between students' mastery of simple present and their achievement in writing descriptive text. This means that the better the students' mastery of simple present tense, the better their achievement in writing descriptive text.

The obtained regression equation is $y = 27.645 + 0,625 X$. This means that the better the students' mastery of simple present tense, the better their achievement in writing descriptive text. The obtained regression equation is $Y=27.645+ 0.625 X$ and the determination coefficient (r^2) show the percentage of the variation in writing achievement which tense and their achievement in writing descriptive text is 0.281 or 28, 1 %. This tells us that increase and the decrease of students; writing scores can be accounted for by the students' simple present tense score as much as 28, 1 % through a linear relationship with the regression equation = $27.645 + 0.625 X$. in the other word, there is an influence of the students' mastery of simple present tense to word their achievement in writing descriptive text and the proportion of the influence is 0.281 or 28,1 %. This shows that the remaining 71.9 % is probably due to other conditions or factors which are not dealing with this present research.

Another study was conducted by Fitria (2016) on "The Correlation between Students' Simple Present And Their Ability In Writing Descriptive Text At The First Semester Of The Eighth Grade Of SMP 1 Karya Penggawa Pesisir Barat In 2016/2017 Academic Year. This study was conducted to find out whether or not there is a correlation between students' simple present and their ability in writing descriptive text. There were 50 participants and used 40 items multiple choices and descriptive text consisted of describing a person, place, and things.

Based on the result of data, the null hypothesis (H_0) was not accepted, and an alternative hypothesis (H_a) was accepted. Those the researcher's assumption was revealed simple present tense mastery and writing descriptive text are correlated significantly. Rank spearman's formula by using SPSS (statistical package for the social sciences) showed the result obtained that the value of significantly generated sig (P Value) = 0.000 $C a = 0.05$. It can be revealed from the hypothesis testing. So, there was a positive correlation they're between simple present tense mastery and their writing ability in writing descriptive text.

Based on the findings above, we can conclude that to write English well, students need mastery tenses to be able to express their ideas through descriptive writing. The more they understand in tenses, the better they will write in descriptive writing, or unless they understand tenses, they will not be able to write their descriptive writing. Thus, they must improve their ability to tenses so that they can write in descriptive writing effectively.

Furthermore, this study focuses on the third-semester of English Department students UIN Ar-raniry, and the reason of choosing it is because the students of English Department using this subject Academic Writing and Grammar that they have passed. So they would be respondents and designed to find out the degree of relationship between students' mastery of tenses and their achievement in descriptive writing.

B. Research Question

Based on the background of the study above, the writer provided two research questions;

1. How is mastery of tenses of students' of English Language Education Department of UIN Ar-Raniry?
2. What is the correlation between students' mastery of tenses and their achievement in descriptive writing for students' of English Language Education Department of UIN Ar-Raniry?

C. Research Aims

The purpose of this research are:

1. To investigate mastery of tenses of students' of English Language Education Department of UIN Ar-Raniry
2. To find out the correlation between students' mastery of tenses and their achievement in descriptive writing to students' of English Language Education Department of UIN Ar-Raniry.

D. Significance of the Study

The study is expected to be signed. For the writer, this research can develop knowledge specifically on tenses and descriptive writing then applying data and expressing something as expected. Then English teacher and learner, this research can arrange curriculum related to descriptive writing those not only focus on writing but also tenses. Last For further researcher, this research can find out the information, so that readers more careful in writing and their writing can be cleared with events that occurred.

E. Terminologies

There are some terms in this study that should be clarified Mastery of Tenses and Descriptive Writing. Tenses are the verb-based method used to indicate the time, and sometimes the continuation or completeness, of an action or state about the time of speaking. Juharie (2006) states that tenses are the spirit of English grammar, not mastering tenses is often analogous to not understanding and not being able to speak English. From this statement, it was concluded how important mastery of tenses is as a basis for someone who wants to be proficient in producing English sentences in both scientific contexts and daily activities.

Tenses are the time concepts that frame sentences. In English, the telling of an event will be greatly influenced by when the event took place. Events states are stated in verbs. Verb patterns that vary based on when the event took place are known as tense. In other words, tenses are a change in the form of verbs based on situations/circumstances, things and times.

Descriptive writing is to describe a person, place or thing in such a way that a picture is formed in the reader's mind. Capturing an event through descriptive writing involves paying close attention to the details by using all of your five senses. Teaching students to write more descriptively will improve their writing by making it more interesting and engaging to read. Descriptive writing includes tenses, structure skills, word groups, and topic formulation. It is mean that someone wants English, so he/she must know tenses because Tenses are grammar and that is the most important part of English.

According to Foresman (1996), descriptive writing is to describe something real or a picture that reveals the author's feelings or beliefs. Descriptive writing is an art of describing the places, persons, objects, and events using appropriate details. It involves the readers through sensory details, which include seeing, smelling, hearing, tasting and touching.

Burke (2003) states that descriptive writing also regulates English patterns when composing English sentences so that the sentences to be conveyed contain the correct meaning. So, in the teaching and learning process, English teachers need students' skills in mastering tenses because they require tenses in descriptive writing.

CHAPTER 2

LITERATURE REVIEW

A. Definition of Tenses

According to Kardimin (2006), tenses are verbs related to time-related to actions, events in a sentence. Klein (1994) says that tenses are the grammaticalization of time and maintains that time and space are basic categories of our experience and our cognition; therefore, all-natural languages we know of have developed a rich repertoire of means to express temporality and spatiality. Furthermore, Jespersen (2000) says that time is a natural or notional concept which in many languages is expressed in tenses. Tenses refer to the grammatical expression of the time of the situation described in the proposition, relative to some other time. In the line with this, Finch (2000) states that tenses refer to the grammatical changes made to the form of a verb, as opposed to time, which refers to the semantic functions such changes signal. Shawn (1989) says that tenses show the time of the action or state being expressed by a verb.

Not far from that statement, Richards and Schmidt (2010) say that tenses are the relationship between the form of the verb and the time of the action or state it describes. Baker (2018) also states that tenses are a grammatical category that involves changing the form of the verb to reflect the location of an event in time. The usual distinction is between past, present, and future.

From the above definitions, it can be concluded that tenses are the concept of times in English. All degrees that tenses are talking about the verb changes by the time of an event occurred.

According to Frank (1972), tenses are categorized into 5 part, namely present, past, continuous, perfect, and future. Then each of these types is combined into other types and produce 16 tenses; namely, simple present tense, present continuous tense, present perfect tense, present perfect continuous tense, simple past tense, past continuous tense, past perfect tense, past perfect continuous tense, simple future tense, future continuous tense, future perfect tense, future perfect continuous tense, past future tense, past future continuous tense, past future perfect tense, past future perfect continuous tense.

a. Type I Simple Present Tense

Simple present used to express habitual actions (Fanani, 2014). Furthermore, simple present is used to express the idea that occurs repeatedly and the action can be in the form of a habit, hobby, daily activities, or an event that often occurs (Sutrisno, 2011). Azar (1989) states that simple present expresses an event or situations that exist always, usually, and habitually.

Krohn (2002) says that simple present tense is tense denoting an action happening at this time. Hewings (1999) states that we use the present simple to describe things that are always true, or situation that exists now and, as far we know, will go on indefinitely. We use the present simple to talk about habits or things that happen regularly. We often use the present simple with a verb that performs the action they describe.

From the definitions above, it can be concluded that simple present tense is describing things in general, express event or situation.

b. The Function of Simple Present Tense

According to Pamungkas (2016) the function of the simple present tense is used for:

- 1) An action that happens all the time or habits. For example, Fira always comes on time
- 2) To state a fact or truth. For example, Indonesia has 34 provinces
- 3) To express a feeling, senses, mental state, or possession. For example, She likes reading novel (feeling), I hear his voice outside this room (senses), they agree about Fira's plan (mental state), Rijal has four new cars (possession)

c. The Pattern of Simple Present

- 1) Verbal sentence

Verbal sentences is tenses that Predicate a verb. The function of the verbal sentences is to express a general truth and to express the activities (Rezeki, 2016),

Formula:

$$S + VI (s / es) + O / C$$

$$S + do / does) + not + VI + O / C$$

$$Do / does + S + VI + O / C$$

For Example:

He goes to the market every day

Ita does not sit on the floor

Do you lend them a book?

2) Nominal sentence

Nominal sentence is Sentences that predicate a non-verb. The function of the nominal sentence is to express an action that happens all the time or habits(Rezeki, 2016).

Formula:

S + to be (is, am, are) + C

S + to be (is, am, are) + not + C

to be (is, am, are) + S + C

For Example:

It is calendar

You are not a farmer

Are you happy now?

3) Time signal

In the morning Once a week

Every day Twice day

Every week Once a week

d. Type II Simple Past Tense

Simple past tense is that the action ended in the past (Fanani, 2014). Furthermore, Past tense is used in the past and no relation in the present (Pamungkas, 2016). While Pardiyo (2006), states that past tense is a thing or activity that happens in the past, such as describing facts, city, biography, preceding arts, interesting things in the past, or etc.

Sutrisno (2011) states that simple past tense is to express ideas or events that have occurred and ended at a specific time in the past. Sometimes it doesn't mention the specific time but knows the specific time in our minds.

From the above definition, it can be that past tense is an activity or situation that begins, happens, and ends in the past, whether the time signals are mentioned or not and the result is not a relationship with action in the present.

e. The Function of Simple Past Tense

Frank (1972) states that past tense used for:

- 1) To declare an event that happened in the past at a specific time. For example, we visited our teacher yesterday
- 2) To state a routine that happened in the past. For example, When I was a student at Jeumala Amal Boarding School, I often studied at my teacher's office
- 3) To indicate that there was an activity of short duration (simple past) that occurs when a long duration action (past continuous) is taking place. For example, we called you when you are playing football yesterday

f. The Pattern of Simple Past Tense

Murphy (1998) says that very often the past simple ends in –ed, but many important verbs are irregular. This means that the past simple does not end in –Ed.

- 1) Action verb is a verb that describes an action (Rejeki, 2016).

Formula:

$$S + V_{ed} + O/C$$

$$S + did\ not + V + O/C$$

$$Did + S + V + O/C$$

For example:

I cooked fried rice this morning

His father did not die two years ago

Did his father die two years ago?

- 2) Linking verb

linking verb is doesn't describe an action (Rejeki, 2016).

Formula:

$$S + was/were + adj$$

$$S + was/were\ not + adj$$

$$Was /were + S + adj?$$

For example:

Fira was innocent when she was a child

We were not hungry for dinner yesterday

Were we hungry for dinner yesterday?

3) Time signal

Yesterday	Last night
In April 2013	A year ago
Yesterday morning	Last year

g. Type III Simple Future Tense

According to Azar (1992), Simple Future Tense is to express spontaneous action, promise, willingness, and express a prediction. Pardiyono (2006) states that simple future tense is to reveal a plan that will be implemented or a condition that might occur. Furthermore, Sutrisno (2011) states that a simple future tense is stating an event to come and referring to a specific time in the future. While Pamungkas (2016) states that a simple future tense is stated as an event that will come both planned and spontaneity.

From the above definition, it can be simple future tense is tense that is used to declare an event in the future.

h. The Function of the Simple Future Tense

According to Pamungkas (2016) function of the simple future tense is used for:

- 1) To make a decision either spontaneously or planned. For example, you look thirsty, wait a minute I will bring a glass of water
- 2) To predict the future. For example, He will come to my home soon

i. The Pattern of Simple Future Tense

1) Will

According to Rhomdony (2007), will is do something only exist when it states. Formula:

$$S + \text{will/shall} + V I + O$$

$$S + \text{will/shall} + \text{not} + V I + O$$

$$\text{Will} + S + V I?$$

For Example:

Plants will die if they don't get enough water.

I promise I will not come to her party.

Will Plants die if they don't get enough water?

2) Shall

According to Thewlis (2000) shall is sentenced more formal, offer something or propose activities carried out by the speaker and listener. Formula:

$$S + \text{will/shall} + V I + O$$

$$S + \text{will/shall} + \text{not} + V I + O$$

$$\text{Shall} + S + V I?$$

For Example:

I shall go to the store

I shall not go to the store

shall I go to the store?

3) Be going to

According to Rhomdony (2007), be going to intention to do something that was started before it was stated. Formula:

$$S + be + going\ to + VI + O$$

$$S + be + not + going\ to + VI + O$$

$$be + S + going\ to + VI + O?$$

For Example:

I am going to leave it

We are not going to spend a month in Japan

Am I going to leave it?

4) Time signal

Tomorrow

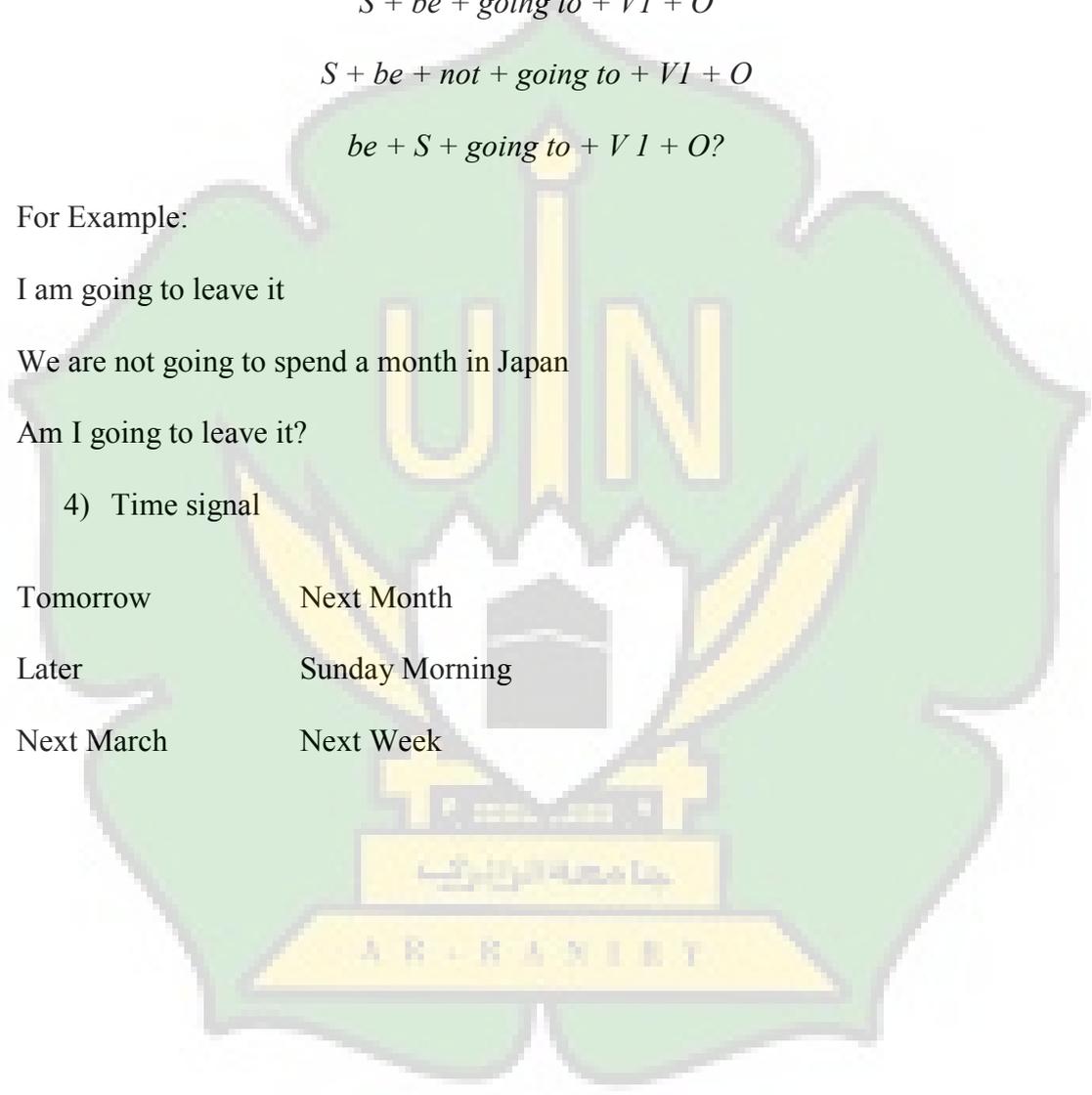
Next Month

Later

Sunday Morning

Next March

Next Week



B. Definition of Descriptive Writing

According to Oshima and Hogue (2007), good descriptive writing is a word picture. The reader can imagine the object, place, or person in his or her mind. Similarly, Ploeger (2000), descriptive writing is the method used in writing. Scott Foresman (1996) says that descriptive writing is to describe something real or a picture that reveals the author's feelings or beliefs. Descriptive writing is an art of describing the places, persons, objects, and events using appropriate details. It involves the readers through sensory details, which include seeing, smelling, hearing, tasting and touching.

In some disciplines or subjects. A description of people, family, relationships, occupations, and institutions may occur in social or physical anthropology or sociology. descriptive writing is to create the picture using the word. The important part of writing in descriptive writing is using a clear and effective word that creates exactly from the picture that the writer wants (Blanchard & Root, 1994).

From the statement above, it can be concluded that descriptive writing is to describe a person, place or thing in such a way that a picture is formed in the reader's mind.

a. The Form of Descriptive Writing

Heffernan and Lincoln (1986) divide descriptive writing into three forms as follows:

- 1) Informative description is to makes the readers easy identifying an object
- 2) Analytical or technical description is to makes the readers understanding the structure of an object
- 3) Evocative description is writing which recreates the impression made by an object.

b. The Feature of Descriptive Writing

According to Knapp and Watkins (2005), there are some grammatical features of descriptive writing as follows:

- 1) Use the present tense in terms of describing things from a technical or factual point of view. For instance: eats, drinks, swim, and so on
- 2) Use the past tense can be used. For instance: had, enjoyed, seemed, and sparkled, and so on
- 3) Use appearance/qualities and parts/functions of phenomena. The relational verbs (to be: is, are, has, have) are used.
- 4) Use action verbs in terms of describing behaviors/uses. For example, A swan glides by the river.
- 5) Use metaphorically to create an effect. For example, Dawn broke over Jakarta city

- 6) Use feelings in literary descriptions. For example, she felt sad as she heard the news.

c. The Structure of Descriptive Writing

Ploeger (2000) mentions that there are some parts of the structure of a descriptive text. That is presented in the table below:

- 1) General-purpose of descriptive text
- 2) The generic structures of descriptive text

Text is a continuous piece of spoken or written language, especially one with a recognizable beginning and end. It means the text is a part of spoken or written language form. Besides, non-creative forms of writing, particularly essay writing, have traditionally been classified into four types.

d. The Type of Descriptive Writing

Richard has cleared in the book about list the four types of non-creative forms of writing as follows:

- 1) Descriptive writing provides a verbal picture and account of a person, place or thing. It means that descriptive writing is to describe the characteristic of people, place or thing
- 2) Narrative writing reports an event or tells the story of something that happened

- 3) Expository writing provides information about and explains a particular subject. The pattern of development within expository writing include giving examples, describing a process of doing or making something, analyzing causes and effect, comparing and/or contrasting, defining a term or concept, and dividing something into a part or classifying it into categories
- 4) Argumentative writing attempt to support a controversial point or defend a position on which there is a difference of opinion, ESL writing programs have often been based on the assumption that novice writers should begin with the simplest mode-the descriptive essay, and gradually move to learn the most difficult-the argumentative one.

C. The Correlation between Tenses and Descriptive Writing

According to Arikunto (2013), correlation is a statistical tool, which can be used for comparing the measurement results of two different variables so that it can determine the level of relationship between these variables. Furthermore, Kariadinata (2016) states that correlation is the relationship between two variables that have a one-way (positive) and opposite (negative) relationship.

Based on the statement above, it can be concluded that Correlation is usually defined as a measure of the linear relationship between two quantitative variables. The correlation can be "positive" and "negative". The highest is 1 and the lowest -1.

According to Jain (2016) the strength of the correlation is divided into 7 categories. As illustrated below :

Table 3. 1 *Interpretation Score of Correlation*

The score scales	Interpretation of positive correlation
0	No correlation
-0.20	Very low correlation
0.21 – 0.40	Low correlation
0.41 – 0.60	Moderate correlation
0.61 – 0.80	High correlation
0.81 – 0.99	Very high correlation
1	Perfect correlation

This study as mentioned earlier is the correlation between student's mastery tenses and their achievement in descriptive writing. It is assumed that the more the students understand tenses, the better they will master descriptive

writing and the lower they understand tenses, the less they understand descriptive writing. The purpose of this study is to find out the correlation between students' mastery in tenses and their achievement in descriptive writing and to know the strength of correlation between tenses two variable (X tenses) and (Y descriptive writing)



CHAPTER 3

RESEARCH METHODOLOGY

A. Research Design

This research is quantitative. The main purpose of the research is to find out the correlation of two variables; namely, tenses (the X variable) is as an independent variable, while descriptive writing (Y variable) is as the dependent variable. The location of this study took place at the Department of English Language Education of Ar-Raniry State Islamic University.

B. Population and Sample

The population of this research was all students of the third semester of the Department of English Language Education of Ar-Raniry State Islamic University in the academic year 2019/2020. Seven units were consisting of 271 students. Since of the number population was large, it was necessary to take sample. Gay and Dhiel (1992) states that for correlation, total minimum sample was 30. While the sample of this study was 65 students. Healey (1995) says that random sampling is a method for choosing samples, from a population by which every member of population has an equal chance of being selected for the sample. In this research, there were about 65 students involved who have finished their writing and tenses class.

C. The Technique of Data Collection

In order to get some data needed in this research, the writer applied the following techniques:

1. Test

- The test of mastery of tenses

To determine the student's mastery of tenses, the writer gave the students a test. The test consisted of 20 multiple choice question, 6 items for simple present, 7 items for past, and 7 items for future.

The way of scoring the test was as follow:

$$N = \frac{\text{Number of Correct Answer}}{\text{Number of Item}} \times 100$$

$$N = \frac{20}{20} \times 100$$

Where N = Score

- The test of descriptive writing test

To determine the student's mastery of tenses, the writer gave the students a test. The test consisted of 40 items grammar error. 10 items for first text, 10 items for second text, 10 items for third text and 10 items for last text.

The way of scoring the test was as follow:

$$N = \frac{\text{Number of Correct Answer}}{\text{Number of Item}} \times 100$$

$$N = \frac{40}{40} \times 100$$

Where N = Score

D. The Technique of Data Analysis

According to Sugiyono (2008) determination of correlation coefficient by using the Pearson product-moment correlation analysis method, using the following formula:

$$r_{xy} = \frac{N \cdot \sum XY - (\sum X)(\sum Y)}{\sqrt{((N \cdot \sum X^2) - (\sum X)^2)((N \cdot \sum Y^2) - (\sum Y)^2)}}$$

Notes:

R_{xy} ; correlation coefficient

N : the total of sample participating in this study

$\sum X$:the total score of students' mastery of tenses

$\sum xy$:the total of multiple score of students mastery of tenses and descriptive writing

$\sum x^2$:the total of square score of students' mastery of tenses

$\sum x^2$: the total of square score of students' descriptive writing

E. Statistical Hypotheses

The hypothesis testing would be used in this study because the writer should check whether there is or not positive correlation between the students' mastery of tenses and their achievement in descriptive writing. This hypothesis has one dependent variable and also an independent variable. Sugiyono states that if hypothesis has one dependent variable and also one independent variable, product moment correlation can be used to check the hypothesis.

So that, the writer used product moment correlation to prove the following hypothesis :

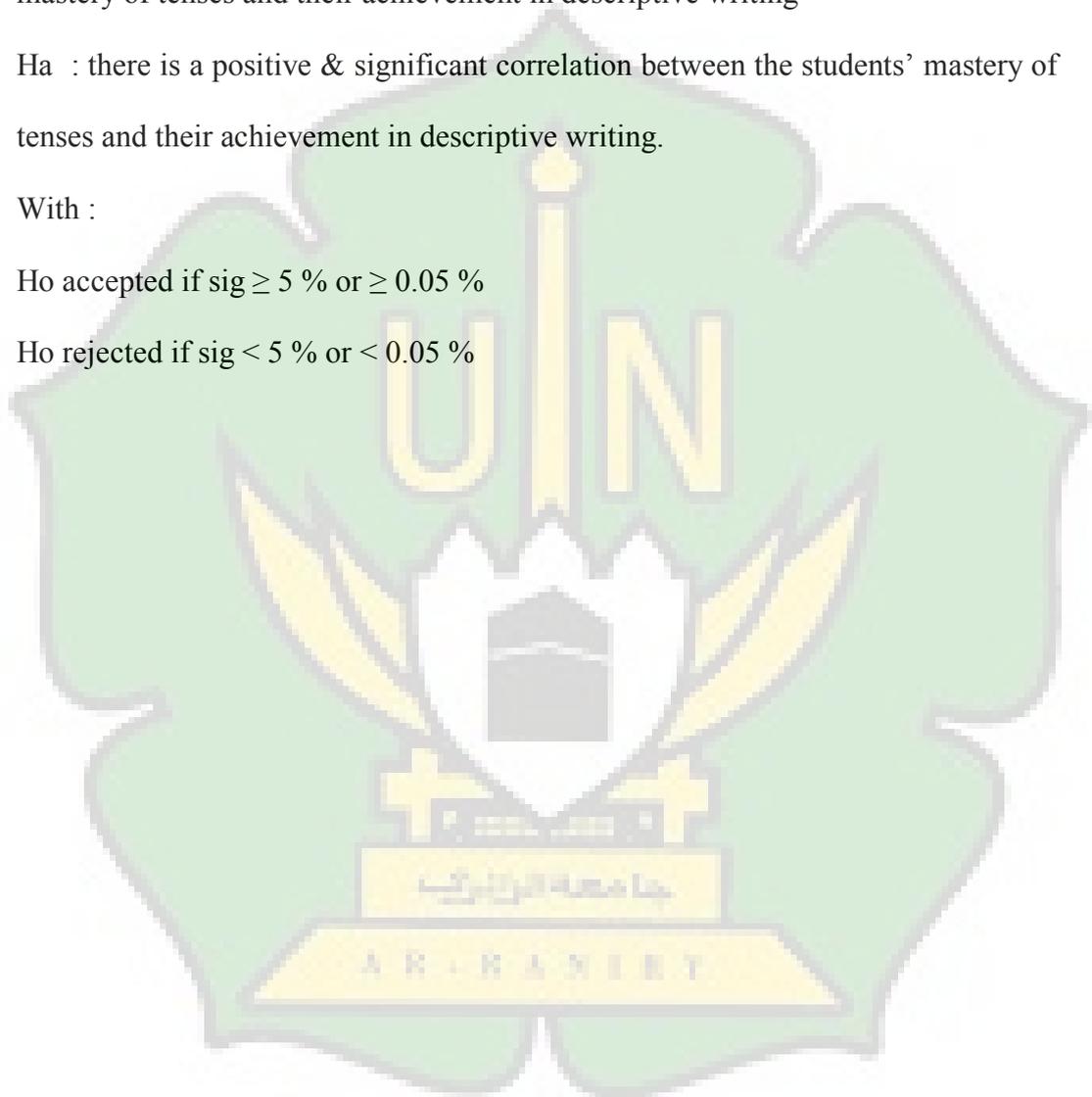
Ho : There is not a positive & significant correlation between the students' mastery of tenses and their achievement in descriptive writing

Ha : there is a positive & significant correlation between the students' mastery of tenses and their achievement in descriptive writing.

With :

Ho accepted if $\text{sig} \geq 5\%$ or $\geq 0.05\%$

Ho rejected if $\text{sig} < 5\%$ or $< 0.05\%$



CHAPTER 4

FINDING AND DISCUSSION

This chapter discusses the analyses of the data obtained from mastery of tenses test and descriptive writing test. The finding derived from the analyses is then discussed further to determine the correlation between the two variables involved.

A. Data Analysis

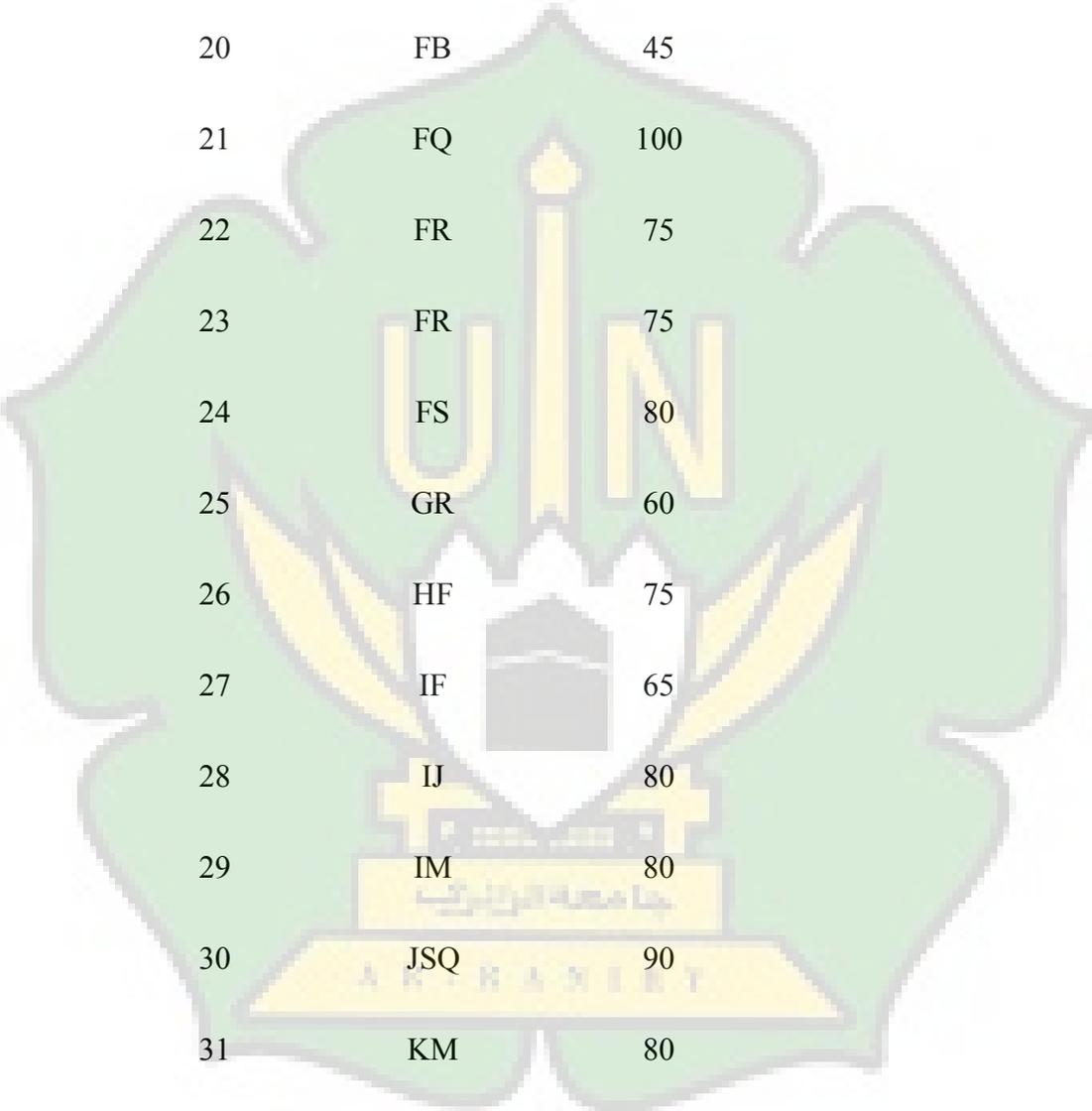
There were two tests administrated to collect the data, namely students' mastery of tenses and descriptive writing test. After the result of each test was identified, Pearson product moment correlation was used to investigate the correlation between students' mastery of tenses and descriptive writing. The whole procedures involved in analyzing the data are elaborated in this section.

1. Result of Tenses Test

Based on the test given, the result of mastery of tenses test of the third semester students in department of English education UIN Ar-Raniry can be seen in table as follow:

Table 4. 1 *Students Score of Tenses Test*

No	Participants	X
1	AL	20
2	ATP	60
3	AY	85
4	AZ	65
5	BNI	60
6	BQ	40
7	CBP	70
8	CR	70
9	DA	85
10	DA	75
11	DF	70
12	DF	65
13	DL	80
14	DN	55
15	DNA	85
16	DP	90



The logo of UIN Ar-Raniry is a large, stylized emblem in the background. It features a green shield-like shape with a yellow and white central design. The central design includes a minaret, a book, and the letters 'UIN' in a stylized font. Below the shield, there is a yellow banner with the text 'UIN AR-RANIRY' and Arabic script. The logo is semi-transparent, allowing the table text to be seen through it.

17	EDS	65
18	ER	80
19	FAS	95
20	FB	45
21	FQ	100
22	FR	75
23	FR	75
24	FS	80
25	GR	60
26	HF	75
27	IF	65
28	IJ	80
29	IM	80
30	JSQ	90
31	KM	80
32	MH	60
33	MH	60
34	MK	60

35	MS	90
36	MS	85
37	MS	80
38	N	35
39	NF	80
40	NJ	60
41	PB	75
42	PH	60
43	PM	80
44	RF	50
45	RF	60
46	RI	90
47	RJ	65
48	RK	65
49	RM	90
50	RN	90
51	RP	70
52	RP	45

53	RR	60
54	RR	85
55	RW	70
56	SFD	75
57	SH	70
58	SK	85
59	SSY	85
60	TMR	75
61	TN	60
62	UH	60
63	YA	25
64	YR	40
65	ZHS	85
Total Σ		4545

2. Result of Descriptive Writing Test

Furthermore, the result of descriptive writing tests of third semester students in department of English education UIN Ar-Raniry can be seen in table as follow:

Table 4. 2 *Students' Score of Descriptive writing test*

No	Participants	Y
1	AL	37.5
2	ATP	50
3	AY	80
4	AZ	50
5	BNI	50
6	BQ	40
7	CBP	65
8	CR	65
9	DA	80
10	DA	65
11	DF	65
12	DF	60
13	DL	85
14	DN	52.5
15	DNA	72.5
16	DP	87.5
17	EDS	50
18	ER	72.5
19	FAS	90
20	FB	40

21	FQ	95
22	FR	67.5
23	FR	65
24	FS	67.5
25	GR	55
26	HF	65
27	IF	55
28	IJ	70
29	IM	70
30	JSQ	87.5
31	KM	75
32	MH	52.5
33	MH	60
34	MK	60
35	MS	92.5
36	MS	75
37	MS	72.5
38	N	42.5
39	NF	72.5
40	NJ	57.5
41	PB	62.5
42	PH	50
43	PM	70
44	RF	57.5
45	RF	52.5
46	RI	75
47	RJ	50
48	RK	60
49	RM	82.5

50	RN	80
51	RP	65
52	RP	50
53	RR	50
54	RR	75
55	RW	62.5
56	SFD	67.5
57	SH	65
58	SK	82.5
59	SSY	72.5
60	TMR	65
61	TN	57.5
62	UH	60
63	YA	40
64	YR	42.5
65	ZHS	75
	Total Σ	4185

3. Pearson Product Moment Correlation (r_{xy})

After calculating the total scores of the variables of this study, mastery of tenses (X) and descriptive writing (Y), Pearson product moment is used to investigate the correlation between both of the variables. The Pearson product moment is symbolized with r_{xy} . The statistical calculations used to get the score of r_{xy} are presented in this following table :

Table 4. 3 *The Calculation of Person Product moment*

No.	Name	Gender	X	Y	X ²	Y ²	XY
1	AL	M	20	37.5	400	1406.25	750
2	ATP	M	60	50	3600	2500	3000
3	AY	FM	85	80	7225	6400	6800
4	AZ	FM	65	50	4225	2500	3250
5	BNI	FM	60	50	3600	2500	3000
6	BQ	FM	40	40	1600	1600	1600
7	CBP	FM	70	65	4900	4225	4550
8	CR	FM	70	65	4900	4225	4550
9	DA	FM	85	80	7225	6400	6800
10	DA	FM	75	65	5625	4225	4875
11	DF	FM	70	65	4900	4225	4550
12	DF	FM	65	60	4225	3600	3900
13	DL	FM	80	85	6400	7225	6800
14	DN	FM	55	52.5	3025	2756.25	2887.5
15	DNA	FM	85	72.5	7225	5256.25	6162.5
16	DP	FM	90	87.5	8100	7656.25	7875
17	EDS	FM	65	50	4225	2500	3250
18	ER	FM	80	72.5	6400	5256.25	5800
19	FAS	FM	95	90	9025	8100	8550

20	FB	FM	45	40	2025	1600	1800
21	FQ	M	100	95	10000	9025	9500
22	FR	FM	75	67.5	5625	4556.25	5062.5
23	FR	FM	75	65	5625	4225	4875
24	FS	FM	80	67.5	6400	4556.25	5400
25	GR	M	60	55	3600	3025	3300
26	HF	M	75	65	5625	4225	4875
27	IF	FM	65	55	4225	3025	3575
28	IJ	FM	80	70	6400	4900	5600
29	IM	FM	80	70	6400	4900	5600
30	JSQ	FM	90	87.5	8100	7656.25	7875
31	KM	FM	80	75	6400	5625	6000
32	MH	FM	60	52.5	3600	2756.25	3150
33	MH	FM	60	60	3600	3600	3600
34	MK	FM	60	60	3600	3600	3600
35	MS	FM	90	92.5	8100	8556.25	8325
36	MS	FM	85	75	7225	5625	6375
37	MS	FM	80	72.5	6400	5256.25	5800
38	N	FM	35	42.5	1225	1806.25	1487.5
39	NF	FM	80	72.5	6400	5256.25	5800
40	NJ	FM	60	57.5	3600	3306.25	3450
41	PB	FM	75	62.5	5625	3906.25	4687.5
42	PH	FM	60	50	3600	2500	3000

43	PM	FM	80	70	6400	4900	5600
44	RF	FM	50	57.5	2500	3306.25	2875
45	RF	FM	60	52.5	3600	2756.25	3150
46	RI	FM	90	75	8100	5625	6750
47	RJ	FM	65	50	4225	2500	3250
48	RK	FM	65	60	4225	3600	3900
49	RM	FM	90	82.5	8100	6806.25	7425
50	RN	FM	90	80	8100	6400	7200
51	RP	FM	70	65	4900	4225	4550
52	RP	FM	45	50	2025	2500	2250
53	RR	FM	60	50	3600	2500	3000
54	RR	M	85	75	7225	5625	6375
55	RW	FM	70	62.5	4900	3906.25	4375
56	SFD	FM	75	67.5	5625	4556.25	5062.5
57	SH	M	70	65	4900	4225	4550
58	SK	FM	85	82.5	7225	6806.25	7012.5
59	SSY	FM	85	72.5	7225	5256.25	6162.5
60	TMR	M	75	65	5625	4225	4875
61	TN	FM	60	57.5	3600	3306.25	3450
62	UH	M	60	60	3600	3600	3600
63	YA	FM	25	40	625	1600	1000
64	YR	FM	40	42.5	1600	1806.25	1700
65	ZHS	M	85	75	7225	5625	6375
Total			4545	4185	335375	281700	306175

Next, the scores of rxy are calculated by the Pearson Product moment correlation formula as follows:

$$r_{xy} = \frac{N \cdot \sum XY - (\sum X)(\sum Y)}{\sqrt{[(N \cdot \sum X^2) - (\sum X)^2][(N \cdot \sum Y^2) - (\sum Y)^2]}}$$

$$r_{xy} = \frac{(65)(306175) - (4545)(4185)}{\sqrt{[(65)(335375) - (20657025)][(65)(281700) - (17514225)]}}$$

$$r_{xy} = \frac{19901375 - 19020825}{\sqrt{(21799375 - 20657025)(18310500 - 17514225)}}$$

$$r_{xy} = \frac{880550}{\sqrt{(1142350)(796275)}}$$

$$r_{xy} = \frac{880550}{\sqrt{909624746250}}$$

$$r_{xy} = \frac{880550}{953742.494728}$$

$$r_{xy} = \mathbf{0.9232576}$$

From the calculation above, the correlation coefficient score (r) is 0.923. in order to know what extent of the correlation of both variable, the writer referred to table 3.1. it can be seen that the correlation index rxy = 0.923 is in the interval of 0.8 – 0.99. it means that the relationship between students' mastery of tenses and their achievement in descriptive writing. The writer also used the SPSS program to check if the result of manual computation is correct. In fact, the result from SPSS program shows that r = 0.923. it means that the result was coherence. It can be seen on the table below:

Table 4. 4 *Product Moment Correlation*

		Tenses	Writing
Tenses	Pearson Correlation	1	.923**
	Sig. (2-tailed)		.000
	N	65	65
Writing	Pearson Correlation	.923**	1
	Sig. (2-tailed)	.000	
	N	65	65

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

Table 4.4 showed that from Product Moment Correlation, the significant index (2-tailed) is 0.01 which means that H_0 is rejected or H_a is accepted. In the other words, there is a significant relationship between mastery of tenses and their achievement in descriptive writing.

In the final analysis, the writer concluded some points in examining the hypothesis. First, there is a significant correlation between mastery of tenses and their achievement in descriptive writing. Second, the correlation is 0.923 (very high correlation). It indicates the students who have a high score in tenses test will commonly achieve well in descriptive writing.

B. Discussion

The coefficient correlation (r_{xy}) is 0.923. It can be interpreted with a table of r score interpretation (see table 2.1 in Chapter II). Which reveals that the r_{xy} score was included in the scale between 0.81-0.99. the scale indicates that there was a very high correlation between variable X (tenses score) and variable Y (descriptive writing score) thus, it can be considered between students' mastery of

tenses and their achievement in descriptive writing of the third-semester students of English department UIN Ar-Raniry has significance correlation.

The result of this study showed that H_0 was rejected or H_a was accepted which means there is a correlation between students' mastery of tenses and their achievement in descriptive writing. It has a consistent result with the previous related findings Umairah Rahmati (2018) under the title "The correlation between vocabulary mastery and students' writing skill". As a result, she concluded that there was a correlation between vocabulary mastery and students' writing skills.

In addition, this study also confirmed by Kalena Amala Putri (2017) about the correlation between students' mastery of simple present tense and their achievement in writing descriptive text for second year students at SMPN 16 Banda Aceh. This indicates that the null hypothesis of correlation is rejected, and thus the investigation confirms that there is a significant positive correlation between students' mastery of simple present and their achievement in writing descriptive text. This means that the better the students' mastery of simple present tense, the better their achievement in writing descriptive text.

Another study was conducted by Evi Fitria (2016) on "The correlation between students' simple present and their ability in writing descriptive text at the first semester of eighth grade of SMP 1 Karya Penggawa Pesisir Barat in 2016/2017 Academic year. Based on the result of data, the null hypothesis (H_0) was not accepted, and the alternative hypothesis (H_a) was accepted. Those the researcher's assumption was revealed simple present tense mastery and writing descriptive text are correlated significantly. Rank Spearman's formula by using

SPSS (statistical package for the social sciences) showed the result obtained that the value of significantly generated sig (P Value) = 0.000 C a = 0.05. it can be revealed from the hypothesis testing. So, there was a positive correlation their between simple present tense mastery and their writing ability in writing descriptive text.



CHAPTER 5

CONCLUSIONS AND SUGGESTION

This chapter presents the conclusions and suggestions based on the result of this study. The conclusions are drawn to precisely provide the findings of the study in relation to the answer of the proposal research question. Meanwhile, the suggestion was made to provide future improvement.

A. Conclusion

Based on the findings of data analysis it has been identified that the correlation coefficient score (r) is 0.923. It can be seen that the correlation index $r_{xy} = 0.923$ is in the interval of 0,81 – 0.99. It means that there was very high correlation between students' mastery of tenses and their achievement in descriptive writing. From the product moment correlation, the significant index (2-tailed) is 0.01 which means that H_0 is rejected or H_a is accepted. In other words, there is a significant relationship between mastery of tenses and their achievement in descriptive writing. It means that the more they understand in tenses, the better descriptive writing skill they have.

Finally, in this process there are some items that not quite right in this study. Namely the use of descriptive writing test instrument. It would be better if the instrument test uses free writing essay, not a grammar error.

B. Suggestion

Analyzing the correlation between students' mastery of tenses and their achievement in descriptive writing. There are some important points that should be noted by EFL learners. Students should increase their mastery of tenses because it will also improve their descriptive writing. To increase their tenses, students are expected to read many English resources in order that they can be familiar with wide range of words and how the words are used. Moreover, they also should try to take note of the new English words they find, and uses the words in their daily descriptive writing.

Therefore, to enhance mastery of tenses, the writer suggests that the teacher use interesting and creative techniques to encourage the students' mastery of tenses learning. Not only selecting the technique that motivates the students, but the teacher should also consider the benefits that the students will get. The researcher is expected that the result of this research can be used as an additional reference for further research in a different context.

In this study, The researcher suggest that the use of instruments descriptive writing test uses free writing essay, not a grammar error. Hope this mistake can be lesson for us, especially for readers and further researcher.

REFERENCES

- Alexander, LG. (1975). *Practice and Progress. In An Integrated Course for Intermediate Students*. Yogyakarta, Indonesia: Kasinius.
- Alice Oshima & Ann Hogue. (2006). *Writing Academic Language*. In Fourth Edition. London, United Kingdom: Pearson Longman.
- Arikunto, S. (1992). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta Pusat, Indonesia: Rineka Cipta.
- Azar, B. S. (1981). *Understanding & Using English Grammar. In Second Edition*. White Plains, NY: Barbara Alexander.
- Azar, B. S. (1992). *Fundamentals of English Grammar. In Second Edition*. White Plains, NY: Tina B. Carver.
- Burke, J. (2003). *Writing Tools, Tips, and Techniques Reminders*. Portsmouth, UK: Heinemann.
- Dawn Rodrigues & Richard C Gebhardt. (1989). *Writing : Process and Intentions*. Washington, US : D.C. Health.
- Fanani, A. (2014). *Hafal Ala Native Speakers 16 Tenses. In Buku Super Cepat Menguasai dan Menghafal 16 Tenses*. Yogyakarta, Indonesia: Javalitera.
- Fatemi. (n.d.). *The Relationship between Writing Competence* , Kuala Lumpur, Malaysia: A Dissertation for Doctor Philosophy Degree at University Sains Malaysia.

- Fhonna, R. (2014). *An Analysis of Students' Free Writing*. *Englisia Journal of Language and Education Humanities*, 1 (2), 270-280.
- Finch, G. (2000). *Key Concept in Language and Linguistics*. In *Second Edition*. London, NY: Palgrave Macmillan
- Fitria, E. (2016). *The Correlation between Students' Simple Present and Their Ability in Writing Descriptive Text at The First Semester of the Eight Grade of SMP 1 Karya Penggawa*. Lampung, Indonesia: Universitas Islam Negeri Raden Intan.
- Foresman, S. (1997). *Reading, Writing & Grammar Skillbook*. In *Literature and Integrated Studies*. Glenview, USA: Pearson Education.
- Frank, M. (1972). *Modern English*. In *A Practical Reference Guide*. Upper Saddle River, NJ: Prentice - Hall, Inc.
- Gay, L.R and Diehl, P.L. (1992). *Research Methods for Business and Management*. NY: Mc. Millan Publishing Company.
- Hewings. (1999). *Advanced Grammar in Use*. Jakarta, Indonesia: Erlanga.
- Jack C. Richard & Richard Schmidt. (2010). *Dictionary of Language Teaching & Applied Linguistics*. In *Fourth Edition*. Great Britain, UK: Longman.
- Jain, D. (2016). *Statistics for Economics*. New Delhi, India: New Saraswati House India.
- James A.W Heffernan & John E. Lincoln. (1986). *Writing A College Handbook*. In *Second Edition*. NY: W.W Norton & Company.

- Jespersen, O. (2007). *The Philosophy of Grammar*. Oxon, UK: Routledge.
- Juharie. (2006). *Active and Interactive English*. Bandung, Indonesia: Bandung Yrama Widya.
- Kardimin, A. (2006). *Basic Grammar for Your Better TOEFL. In Second Edition*. Yogyakarta, Indonesia: Pustaka Widyatama.
- Karen Blanchard & Christine Root. (1994). *Ready to Write. In A First Composition Text, Second Edition*. NY: Addison- Wesley.
- Kariadinata, R. (2012). *Dasar-Dasar Statistik Pendidikan*. Bandung, Indonesia: Pustaka Setia.
- Klein, W. (1994). *Time in Language*. London, UK: Routledge.
- Krohn, R. (2002). *English Sentence Structure*. Jakarta, Indonesia: Binarupa Aksara.
- Murphy, R. (1998). *English Grammar in Use. In A Reference and Practice Book for Intermediate Students*. UK: The Press Syndicate of The University of Cambridge.
- Pamungkas, F. D. (2016). *Super Perfect 16 Tenses*. Yogyakarta, Indonesia: Cakrawala.
- Pardiyono. (2006). *Communicative Teaching. In 12 Tenses Grammar Materials*. Yogyakarta, Indonesia: C.V Andi Offset.

- Peter Knapp & Megan Watkins. (2005). *Genre, Text, Grammar. In Technologies for Teaching and Assessing Writing*. Sydney, Australia: University of New South Wales.
- Phythian, B. (2012). *Correct English : Pedoman Belajar bahasa Inggris. In Fifth Edition*. Jakarta Barat, Indonesia: PT Indeks Permata Puri Media.
- Ploeger. (2000). *Simplified Paragraph Skills*. Lincolnwood, IL: Ntc Pub Group
- Putri, K. A. (2017). *The Correlation between Students' Mastery of Simple Present Tense and Their Achievement in Writing Descriptive Text For Second Year Students at SMPN 16 Banda Aceh*. Banda Aceh, Indonesia: Universitas Syiah Kuala.
- Rahmati, U. (2018). *The Correlation Between Vocabulary Mastery and Students' Writing Skill at Department of English Language Education UIN Ar-Raniry*. Banda Aceh, Indonesia: Universitas Islam Negeri Ar-Raniry.
- Rezeki, S. (2016). *Menguasai 16 Tenses. In Ringkas Singkat Padat*. Jawa Barat, Indonesia: Senja Media Utama.
- Rhomdony, D. (2007). *Integrated Comprehensive English Grammar*. Jakarta, Indonesia: Kesaint Blanc- Anggota IKAPI.
- Shawn. (1989). *Mc Graw- Hill Handbook of English*. Pennsylvania Plaza, NYMc Graw- Hill International Edition.
- Sugiyono. (2008). *Metode Penelitian Pendidikan. In Pendekatan Kuantitatif, Kualitatif, dan R & D*. Bandung, Indonesia: Alfabeta.

Sutrisno. (2011). *Trik Cepat Menguasai 16 English Tenses Sekali Ingat Selamanya*. Yogyakarta, Indonesia: Pelangi Indonesia.

Thewlis, S. H. (2000). In *Grammar Dimensions 3 : Form, Meaning, and Use, Fourth Edition*. Boston, US: Thomson Heinle.



APPENDIX A Appointment Letter of Supervisor

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-11208/UN.08/FTK/KP.07.6/07/2019

TENTANG PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 23 Mei 2019

MEMUTUSKAN

Menetapkan
PERTAMA

Menunjuk Saudara:

1. Dr. Nashriyah, MA

Sebagai Pembimbing Pertama

2. Drs. Lukmanul Hakim, MA

Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama : **Maghfirah**

NIM : **140203182**

Program Studi : **Pendidikan Bahasa Inggris**

Judul Skripsi : **The Correlation Between Students' Mastery Of Tenses And Their Achievement In Descriptive Writing**

- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2018.
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2019/2020
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh

Pada Tanggal: 31 Juli 2019

An. Rektor

Dekan.



Muslim Razali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;

APPENDIX B

Recommendation Letter from the Fakultas Tarbiyah Dan Keguruan to Conduct Field Research



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syaikh Abdur Rauf Kopelma Darussalam Banda Aceh, 23111
Telpon : (0651)7551423, Fax : (0651)7553020
E-mail: ftk.uin@ar-raniry.ac.id Laman: ftk.uin.ar-raniry.ac.id

Nomor : B-17663/Un.08/FTK.1/TL.00/12/2019

Banda Aceh, 20 December 2019

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Penyusun Skripsi

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : MAGHFIRAH
N I M : 140203182
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : XI
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry
A l a m a t : Lr. Tgk Dibrang II Jl. Lingkar Kampus UIN No. 43
Darussalam

Untuk mengumpulkan data pada:

Fakultas Tarbiyah Prodi PBI UIN Ar-Raniry Banda Aceh

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Correlation Between Students' Mastery Of Tenses And Their Achievement In Descriptive Writing

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.



An. Dekan,
Wakil Dekan Bidang Akademik
dan Kelembagaan,

G. Mustafa
G. Mustafa

APPENDIX C

Confirmation Letter from Department Of English Language Education



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.ftk@ar-raniry.ac.id Website <http://ar-raniry.ac.id>

SURAT KETERANGAN

Nomor: B-603/Un.08/PBI/TL.00/12/2019

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-17663/Un.08/FTK.I/TL.00/12/2019 tertanggal 20 Desember 2019, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Maghfirah
NIM : 140 203 182
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry

Benar telah melakukan penelitian dan mengumpulkan data pada Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

The Correlation Between Students' Mastery Of Tenses and Their Achievement in Descriptive Writing.

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 30 Desember 2019
Ketua Prodi Pendidikan Bahasa Inggris,


T. Zulfikar

APPENDIX D Instrument of Tenses test

$$x = \frac{16}{20} \times 100 = 80$$

$$y = \frac{25}{40} \times 100 = 62,5$$

INSTRUMENT OF TENSES TEST

Name : Nurul Fatisya

Nim : 180203161

Direction: Choose the correct answer from the option a, b, c, or d

1. ✓ I . . . in London at last, the railway station was big, black, and dark
 - a. Arrive
 - b. Am arriving
 - c. ~~Arrived~~
 - d. Will be arriving
2. ✓ She . . . arriving this evening and intends to stay for a few days
 - a. Has been
 - b. Will has been
 - c. Would be
 - d. ~~Will be~~
3. ✗ Many people . . . that they understand modern art. They always tell you what a picture is about.
 - a. Was pretend
 - b. ~~Pretends~~
 - c. Pretend
 - d. Pretending
4. ✗ I . . . my question several times and at last he understood
 - a. Repeated
 - b. Repeat
 - c. ~~Am repeating~~
 - d. Will be repeating
5. ✓ Your sister . . . here in less than an hour and we must be at station to meet her
 - a. ~~Will be~~
 - b. Will
 - c. Should be
 - d. Would be
6. ✓ I think that your children often . . . modern pictures better than anyone else
 - a. Appreciating
 - b. ~~Appreciated~~
 - c. Appreciates
 - d. Appreciate
7. ✗ My teacher never spoke English like that. The porter and I looked at each other and smiled. The he . . . something and I . . . it.
 - a. ~~Says and understands~~
 - b. Said and understood

- c. Was say and understood
- d. Says and understood

8. They . . . arriving here tomorrow

- a. Will have been
- b. Will be
- c. Should be
- d. Would be

9. My sister is only one, but she always . . . me. Whether my pictures are good or not

- a. Tell
- b. Tells
- c. Telling me
- d. Tell me

10. At a village fair, I decided to visit a fortune teller called Madam Bellinsky. I . . . into her tent and she told me to sit down.

- a. Have gone
- b. Go
- c. Am going
- d. Went

11. Tomorrow evening, they . . . at the worker's club

- a. Have sing
- b. Will be sing
- c. Will be singing
- d. Would been singing

12. . . . You like it? She looked at it critically for a moment.

- a. Did
- b. Do
- c. Does
- d. Are

13. After I had given her some money, she looked into a crystal ball and . . . "A relation of yours is coming to see you"

- a. Said
- b. Saying
- c. Say
- d. Says

14. The greenwood boys . . . for five days during this time, they . . . give five performances.

- a. Would been staying and will
- b. Staying and will
- c. Stays and will

~~d.~~ Will be staying and will

15. I never . . . early on Sundays

- a. ~~Woke up~~
- b. Wake up
- ~~c.~~ Get up
- d. Got up

16. She . . . into my room yesterday

- a. Is coming
- b. Came
- c. Comes
- d. Was came

17. As usual, the police will have a difficult time. They . . . to keep order. It's always the same on these occasions

- a. Will be trying
- b. Will try
- c. Are trying
- d. Should try

18. . . . You always get up so late? it's one o'clock

- a. Did
- b. Does
- ~~c.~~ Are
- d. Do

19. Do you like it? She . . . at its critically for a moment. 'It's alright,' she said, 'but isn't it upside down?

- a. Is looking
- b. Looks
- c. Looked
- d. Was looking

20. You . . . English soon!

- a. Are learning
- b. Will learn
- c. Have learn
- d. Learned

Extracted From:

L.G Alexander: Practice and Progress (An Integrated Course for Pre Intermediate Student)

APPENDIX E Instrument of Descriptive Writing test

INSTRUMENT DESCRIPTIVE WRITING TEST

Name :

Nim :

$$\frac{29}{40} \times 100 = 72,5$$

Direction: Rewrite and give the correct verb in brackets where necessary!

1. Do you speak English

^{arrived}
I (arrive) in London at last; the railway station ^{was} (is) big black and dark. I did not know the way to my hotel, so i ^{asked} (ask) a porter. I not only spoke English very carefully, but very clearly as well. The porter, however, could not understand me. I ^{repeated} (repeat) my question several times and at last he understood. He answered me. but he spoke neither slowly nor clearly. I am foreigner, i said. Then he ^{spoke} (speak) slowly. But I could not understand him. my teacher never spoke English like that. The porter and I ^{looked} (look) at each other and smiled. Then he said something and i understood ^{it} (its) . you ^{will} (would) soon learn English! He said. I wonder. In England, each man speaks ^a (an) different language. The English understand each other. But I don't understand them. ^{do} (Did) they speak English?

2. The greenwoods boys

^{are} The greenwoods boys (is) (an) group of popular singer. At present, They are visiting all parts of the country. They ^{will be} (would be) arriving here tomorrow. They ^{would be} (would have been) coming by train and most of the young people in the town will ^{would be} (been) meeting them at the station. Tomorrow evening they ^{will be staying} (would be) singing ^{will} (in) the worker's club. The greenwoods boys (would be staying) for five day. During this time, they ^{will} (would) give 5 performances. As usual, the police ^{will} (will) have ^{been} (been) a difficult time. They will be trying to keep order. it is always the same on these occasions

3. The future

At a village fair, I decided to visit a fortune teller called madam bellinsky. I ^{went} (go) into her tent and she ^{telling} (tell) me to sit down. After i had given her some money, she ^{looked} (looks) into a crystal ball and said: a relation of yours is coming to ^{see} (saw) you. She ^{would be} (would be) arriving this evening and intends to stay for a few days. The moment you leave this tent, you ^{will} (would) get a big surprise. A woman you know ^{will} (will) rush towards you. She ^{will} (would) speak to you and then she ^{will} (would) lead you away from this place. That is all. as soon as i went outside, i forgot all about madam bellinsky because my wife hurried towards me. where have you been hiding? She ^{asked} (ask) impatiently. Your sister ^{will be} (would be) here in less than an hour and we must be at the station to meet her. We are late already. as she walked away; I followed her out of the fair.

4. The best art critics

I am an art student and i paint a Lot of pictures. Many people ^{pretend} (pretending) that they understand modern art. They always ^{tell} (telling) you what a picture is about: of course, many pictures are not about anything. They are just pretty patterns. We like them in the same way that we like pretty curtain material. I ^{thought} (thought) that young children often appreciate modern pictures better than anyone else. They notice more. my sister is only seven. But she always ^{tell} (told) me whether my pictures are good or not. She ^{went} (come) into my room yesterday. What are you doing? She ^{asked} (asked). I'm hanging this picture on the wall. I answered it's a new one. ^{do} (Did) you like it? She ^{looked} (looks) at it critically for a moment. it is all right. She said, but isn't it upside-down? ^{looking} (I look) at it again .she ^{was} (is) right! It was