

The Correlation Between the Mastery of Simple Present Tense and Descriptive Text Comprehension Among the Tenth Grade Students of SMAN 1 Taebenu in Academic Year 2024/2025

Oswaldus Andrew Sino Lebuan ^{a,1,*}

Soleman Dapa Taka ^{b,2}

Dewi I. N. Bili Bora ^{c,3}

^{abc}English Education Study Program, Nusa Cendana University, Kupang, Indonesia

¹oswaldusandrewsinolebuan@gmail.com;

²sdapataka@gmail.com;

³dewi.bilibora@staf.undana.ac.id

KEYWORDS	ABSTRACT
Correlation Study Simple Present Tense Mastery Descriptive Text Reading Comprehension	This study is about the correlation between the mastery of Simple Present Tense and Descriptive Text comprehension among the tenth-grade students of SMAN 1 Taebenu. The aims of this study are: (1) to know whether there is a correlation between the mastery of Simple Present Tense and Descriptive Text comprehension among the students of SMAN 1 Taebenu in Academic Year of 2024/2025 (2) to know whether the correlation between the mastery of Simple Present Tense and Descriptive Text comprehension among the tenth-grade students of SMAN 1 Taebenu is positive and significant. This research is descriptive quantitative research. The researcher used multiple choice tests as the instrument of this research. For the data analysis technique, the researcher used Correlation Product Moment with SPSS Version 24 for Windows. The correlation between the Mastery of Simple Present Tense and Descriptive Text Comprehension was 0.560. It showed a positive effect. The significant value was 0.001. It was lower than 0.05. The results of the analysis provide evidence that the students' Mastery of Simple Present Tense had a positive and significant correlation to the students' Descriptive Text Comprehension.
How to cite: Lebuan, O. A. S., Dapa Taka, S., Bili Bora, D (2025). The Correlation Between the Mastery of Simple Present Tense and Descriptive Text Comprehension among the Tenth Grade Students of SMAN 1 Taebenu in Academic Year 2024/2025. <i>SPARKLE Journal of Language, Education and Culture</i> , 6 (1) 85-90.	

INTRODUCTION

Simple Present Tense is one of the English tenses that is used to talk about something general, something that is always repeated, or a general truth (Prastyo,2017:7). It is a verb to express habits or events that are happening right now. In addition, it is also used to express daily habits, daily routines, and activities that are carried out repeatedly. To learn about descriptive text, students need to build their understanding about the descriptive text. Therefore, reading comprehension is very necessary in this process. According to Reed (2022), reading comprehension is an active and complex process involving the reader, the text, and the social context. Reading comprehension is very important because it is the basis for all higher learning processes. This ability allows readers to understand, analyze, and interpret texts in greater depth, ultimately helping them develop knowledge in various fields and critical thinking skills.

Reading comprehension includes not only recognizing words, but also connecting information from the text with existing knowledge and the ability to make inferences. The relationships between Simple Present Tense and reading comprehension are, Simple Present Tense is often used to convey facts or information that are always true, such as scientific statements, natural laws, or general knowledge. When readers understand that sentences in the simple present describe something routine or factual, it helps them identify the main idea in informative text and Simple Present Tense is one of the most basic sentences forms and often appears in various texts, understanding this structure can help readers recognize sentence patterns more quickly.

Reading comprehension cannot be completed by descriptive text mastery only but also Simple Present Tense mastery. When the students improve their descriptive text comprehension ability, the first thing to do is learning about the supporting elements of the descriptive text. The first supporting element is Simple Present Tense. Most students tend to learn about descriptive text without studying the Simple Present Tense. As a result, there are a lot of negative impacts, such as students cannot distinguish between descriptive text and

other texts, students do not know how to read descriptive text correctly and their knowledge of descriptive text and simple present tense is very limited.

The problem of this research is (1) 1. Is there any correlation between Simple Present Tense mastery and descriptive text comprehension among the tenth-grade students of SMAN 1 Taebenu in academic year 2024/2025? (2) 2. Is the correlation between Simple Present Tense mastery and descriptive text comprehension among the tenth-grade students of SMAN 1 Taebenu positive and significant? The Aims of this study are to know whether there is a correlation between Simple Present Tense mastery and descriptive text comprehension among the tenth-grade students of SMAN 1 Taebenu in academic year 2024/2025 and to know whether the correlation between Simple Present Tense mastery and descriptive text comprehension among the tenth-grade students of SMAN 1 Taebenu is positive and significant.

METHOD

Basically, this section describes the way the research was done. The main materials must be written here: (1) research design; (2) population and samples; (3) sample collection techniques and instrumental development; and (4) data analysis techniques.

Research design applies a descriptive quantitative method. According to Prasetyo (2019), descriptive quantitative research is research that describes variables as they are, supported by data in the form of numbers resulting from actual conditions. This research used data collection techniques through a test. It describes what is happening and then recognizes whether there was a correlation between dependent variable and independent variable.

The subjects of the study were the tenth-grade students of SMAN 1 Taebenu in academic year 2024/2025. The researcher took class X.A as the subjects of the study. There were 31 students in the class. The class consists of 9 boys and 22 girls. The instrument used in this research is a multiple-choice test with five-option format. The test is for students' simple present tense mastery and descriptive text comprehension. Each test consists of 30 questions. Before making the test questions, the writer created a test specification

In analyzing the data of this study, it is important to know the linearity of variable X and variable Y. It is a requirement test that was needed to do before data analysis. It is to see if their correlation is linear, or not. It was done by the help of SPSS Version 24 for Windows. The researcher used Pearson Product Moment correlation formula with SPSS version 24 for Windows. The formula of Pearson Product Moment as follows:

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

The data were analyzed through some steps as follows:

- Determining the scores of $n, \sum x, \sum y, \sum x^2, \sum y^2$ and $\sum xy$.
- Determining and calculating the scores of r_{xy} using the product moment correlation formula.
- Interpreting the scores of r_{xy} using the table 1 below:

Table 1. Table of r score Interpretation

The r score scales	Interpretation of r correlation
0.00 - 0.19	Very low
0.20 – 0.39	Low
0.40 – 0.59	Moderate
0.60 – 0.79	High
0.80 – 1.00	Very high

- Interpreting and comparing the score of r_{xy} based on the significant standard 5% and 1%.
- Drawing conclusions based on the interpretation of r_{xy} .

FINDINGS AND DISCUSSION

Findings

Simple Present Tense is used to describe habitual things and general truth. Textually, they are function in the descriptive text. It means that Simple Present Tense Mastery plays a very important role in Descriptive Text Comprehension. Simple Present Tense Mastery without the involvement of Descriptive Text Comprehension does not make any sense.

In revealing students Simple Present Tense mastery, a set of tests was used to measure it. There were 30 questions. The questions were about a variable, Simple Present Tense and 5 sub variables, questions words, linking verb, verb 1, verb-s and subjects. The questions were multiple choices tests. Each question has five options A, B, C, D and E. The students' response was tabulated to see the frequency distribution. The lower score was 13 and the higher one was 87.

$$\begin{aligned} \text{Mi} &= 13 + 87 = 100/2 = 50 \\ \text{SDi} &= 87 - 13 = 74/6 = 12.33 \\ 1,5 \text{ SDi} &= 19 \\ 3 \text{ SDi} &= 37 \end{aligned}$$

Table 2. Frequency Distribution of Descriptive Text Comprehension

No	Intervals	Frequency	Percentage	Category
1	70 - 87	2	0,065	Very high
2	51 - 70	2	0,065	High
3	32 - 51	9	0,290	Low
4	13 - 32	18	0,580	Very low

Descriptive text is a text that is used to describe something. The object that describes in a descriptive text can take the form of anything, be it animals, objects, locations, and others. It means that descriptive text plays an important role in describing objects in detail.

In revealing students' Descriptive Text Comprehension, a set of tests was used to measure it. There were 30 questions. The researcher provides 8 texts about objects such as Ende Swimming Pool, Gawi, Venice, The Suramadu Bridge, Paris, The Great Wall and Angkor Wat and the questions that are provided by researcher are based on the texts. The questions were multiple choices tests. Each question has five options A, B, C, D and E. The students' response was tabulated to see the frequency distribution. The lower score was 3 and the higher one was 83.

$$\begin{aligned} \text{Mi} &= 3 + 83 = 86/2 = 43 \\ \text{SDi} &= 83 - 3 = 80/6 = 13.33 \\ 1,5 \text{ SDi} &= 20 \\ 3 \text{ SDi} &= 40 \end{aligned}$$

Table 3. Frequency Distribution of Descriptive Text Comprehension

No	Intervals	Frequency	Percentage	Category
1	63 - 83	1	0,032	Very high
2	43 - 63	1	0,032	High
3	23 - 43	12	0,387	Low
4	3 - 23	17	0,548	Very low

The most dominant frequency score of the Mastery of Simple Present Tense was in the interval of very low category with the interval of 3-23. The frequency was in 17 by the total percentage as much as 0,548%. While the smallest frequency score was in the very high category with the interval 63-83. The frequency was 1 by the total percentage as much as 0,032%.

For the data analysis, there are two things to do, the first is linearity test and the second one is hypothesis test. The linearity test is a test that should be done to know whether or not the relationship between the independent variable and the dependent variable are linear. The linearity test should be done as a condition

to have a correlation statistical procedure. The hypothesis used to prove the linearity relationship is as in the following.

- Ho: The correlation between the mastery of Simple Present Tense and Descriptive Text Comprehension is not linear.
- Ha: The correlation between the mastery of Simple Present Tense and Descriptive Text Comprehension is linear.

By the help of SPSS version 24 for windows, the relationship between the mastery of Simple Present Tense and Descriptive Text Comprehension has been tested through the significance of each variable. It is stated that a good linearity should be $F > 0.05$. The presentation of the following table is to show the result of the linearity test.

Table 4. Result of Linearity Test

ANOVA Table								
				Sum of Squares	df	Mean Square	F	Sig.
Simple Present Tense Mastery Descriptive Text Comprehension	Between Groups	(Combined)		6972.539	13	536.349	3.027	.017
		Linearity		3133.337	1	3133.337	17.682	.001
		Deviation from Linearity		3839.202	12	319.933	1.805	.129
	Within Groups			3012.429	17	177.202		
	Total			9984.968	30			

The linearity of the mastery of Simple Present Tense variable and Descriptive Text Comprehension variable through F observed was 1.805. it was lower than F-table 2.38. The significance was 0.129. It was higher than 0.05 ($p > 0.05$).

The hypothesis test was examined to know the correlation between independent variables and the dependent variable. There was an analysis that could be used. It is Pearson Correlation Product Moment. The analysis of the hypothesis was done by the help of SPSS Version 24 for Windows by the criteria of Ho was rejected if $p < \alpha$ on 5% of the significant level.

Table 5. Result of Hypothesis Test

Correlations			
		Simple Present Tense Mastery	Descriptive Text Comprehension
Simple Present Tense Mastery	Pearson Correlation	1	.560**
	Sig. (1-tailed)		.001
	N	31	31
Descriptive Text Comprehension	Pearson Correlation	.560**	1
	Sig. (1-tailed)	.001	
	N	31	31
**. Correlation is significant at the 0.01 level (1-tailed).			

- 1) Ho: The correlation between the Mastery of Simple Present Tense and Descriptive Text Comprehension do not have a positive and significant correlation.
- 2) Ha: The correlation between the Mastery of Simple Present Tense and Descriptive Text Comprehension have a positive and significant correlation.
- 3) $\alpha = 0.05$
- 4) Criteria: if $p < \alpha$, Ho is rejected and Ha is accepted.
- 5) Statistics Analysis = $0.001 < 0.005$
- 6) Conclusion: The correlation between the Mastery of Simple Present Tense and Descriptive Text Comprehension was 0.560. It showed a positive effect. The significant value was 0.001. It was lower than 0.05. The results of the analysis gave a meaning that the students' Mastery of Simple Present Tense had a positive and significant correlation to the students' Descriptive Text Comprehension. The correlation belonged to the moderate level of correlation. The positive

correlation showed a meaning that the more students' Simple Present Tense Mastery the more students' Descriptive Text Comprehension.

Discussion

The Correlation between the Mastery of Simple Present Tense and Descriptive Text Comprehension is positive. If the researcher doesn't know the correlation between variable x and variable y, the researcher certainly uses the correlation of 2 tailed whereas if the researcher knows well the correlation, he of course uses the correlation of 1 tailed.

In this research, the researcher has known the correlation between the students' Mastery of Simple Present and Descriptive Comprehension, it means that the researcher used 1 tailed correlation. It is to know whether the correlation between these variables was positively correlated. It was found that the value of the correlation between students' Mastery of Simple Present Tense and Descriptive Text Comprehension was 0.560 in the correlation of 1 tailed. It was concluded that the correlation between students' Mastery of Simple Present Tense and Descriptive Text Comprehension has a positive correlation. The correlation between students' Mastery of Simple Present Tense and Descriptive Text Comprehension was 0.560 in the correlation of 1 tailed. This correlation belongs to a moderate correlation. The result of students' mastery of Simple Present Tense and students' Descriptive Text Comprehension was seen in the low level of achievement, even though their correlation was moderate.

A result of research is called a significant one when it is lower than 0,05 ($p < \alpha$). The result is called significant means that the result can be generalized to the parallel classes of the subject. By the help of SPSS Version 24 for Windows, it was found that the significant correlation between students' mastery of Simple Present Tense and Descriptive Text Comprehension was 0.001 (p). The significant value of this correlation is lower than 0,05 (α). It means the correlation between students' Simple Present Tense and Descriptive Text Comprehension are significantly correlated.

The result of the research gave a meaning that the correlation between students' Mastery of Simple Present Tense and Descriptive Text Comprehension not only happened to class XA but also class XB, XC and XD. This generalization stressed that when they all master Simple Present Tense, they will also comprehend Descriptive Text. At the same time when they improve their mastery of simple present tense, they will also comprehend Descriptive Text.

CONCLUSION

In accordance to the data analysis of this research, the correlation between the mastery of Simple Present Tense and Descriptive Text comprehension, some conclusions can be drawn as in the following:

1. There is a correlation between student's Mastery of Simple Present Tense and Descriptive Text comprehension among the tenth-grade students of SMAN 1 Taebenu in academic year 2024/2025. The correlation between students' Mastery of Simple Present Tense and Descriptive Text Comprehension was 0.560 in the Pearson Correlation Product Moment. Based on the table of r score Interpretation, this correlation belongs to a moderate correlation.
2. The correlation between student's Mastery of Simple Present Tense and descriptive text comprehension among the tenth-grade students of SMAN 1 Taebenu is positive and significant. It is evidenced by the positive and significant correlation between the students' mastery of Simple Present Tense and Descriptive Text Comprehension was 0.001 (p). The significant value of this correlation is lower than 0,05 (α). The correlation between the students' Simple Present Tense mastery and Descriptive Text Comprehension are significantly correlated.

REFERENCES

- Arikunto, S. (2017). *Pengembangan Instrumen Penelitian dan Penilaian Program*. Yogyakarta: Pustaka Pelajar.
- Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Bambang, Prasetyo, L, M. (2019). *Metode Penelitian Kuantitatif*. Depok: PT RajaGrafindo Persada.
- Bergmann, Jonathan. (2022). *The Mastery Learning Handbook*. Alexandria, Virginia: ASCD Press.

- Dewifartina, R. (2011). *Developing Students' Ability of the Simple Present Tense through Substitution Drills (A Classroom Action Research in the Seventh Grade of SMPN 6 Depok)*. Jakarta: Syarif Hidayatullah State Islamic University.
- Djiwandono, S. (2011). *Tes Bahasa (Pegangan Bagi Pengajar Bahasa)*. Jakarta: PT Indeks.
- Fitria, E. (2016). *The Correlation Between Students' Simple Present Tense Mastery and Their Ability in Writing Descriptive Text at the First Semester of the Eighth Grade of SMPN 1 Karya Penggawang Pesisir Barat in 2016/2017 Academic Year*. Lampung: The State Institute of Islamic Studies Raden Intan Lampung.
- Israel, Susan E. & Gerald G. Duffy. (2016). *Handbook of Research on Reading Comprehension*. New York: Routledge Press.
- Johnson, Sarah. (2020). *Mastering Descriptive Writing*. London: Routledge Press.
- Halim, R. (2017). *Descriptive Text*. Bontang: SMPN 7 Bontang Press.
- Herlina, M. R. (2018). Student's Ability In Producing The Sentences of Simple Present Tense at STMIK Musirawas. *Journal of Linguistics, English Education and Art*.
- Hirasawa, Ryoma. (2016). *Action Verb*. Tokyo: University of Aizu Press.
- Manulang, Didimus. (2013). *Program Cerdas Kuasai 16 Tenses*. Tangerang Selatan: Scientific Press
- Mulyaningrum, Lelita. (2019). *Students Ability in Making Wh-Questions*. Purwokerto: Muhammadiyah University Purwokerto Press.
- Murphy, Raymond. (2013). *English Grammar in Use (Third Edition)*. Cambridge: Cambridge University Press.
- Pahmi, S, Y. (2016). Using Concept Circles Strategy on Students' Writing Ability in Descriptive Text. *Indonesian Journal Of Integrated English Language Teaching*.
- Prastyo, H. (2017). *Tata Bahasa Inggris: Jilid Pertama*. Mojokerto: Lembaga Pendidikan dan Pelatihan.
- Pulungan, A. H. (2017). *Sumber Belajar Penunjang PLPG 2017 Mata Pelajaran Bahasa Inggris Bab III Description*. Kementerian Pendidikan dan Kebudayaan : Direktorat Jenderal Guru dan Tenaga Kependidikan. Jakarta: Kementerian Pendidikan, Kebudayaan, Riset & Teknologi Press.
- Rahmadi. (2011). *Pengantar Metode Penelitian*. Banjarmasin: Antasari Press.
- Reed, Deborah K. (2022). *Reading Comprehension: From Research to Practice*. New York: Guilford Press
- Saputra, Lyndon. (2013). *Pengantar Kebutuhan Dasar Manusia*. Jakarta: Binarupa Aksara.
- Smith, Michael J. (2019). *Descriptive Writing: A Guide for Students*. Oxford: Oxford University Press.
- Sugiyono, P, D. (2010). *Statistika untuk Penelitian*. Bandung: Penerbit Alfabeta Bandung.
- Sujarweni, V, W. (2023). *Metodologi Penelitian*. Yogyakarta: Pustaka Baru Press.
- Supardi. (2015). *Penilaian Autentik*. Jakarta: Rajawali Pers.
- Swarjana, I Ketut. (2022). *Populasi-Sampel, Teknik Sampling & Bias Dalam Penelitian*. Bali: Penerbit Andi.
- Tarigan, H. (2021). *Membaca Sebagai Suatu Keterampilan Berbahasa*. Bandung: Penerbit CV Angkasa.
- Thomson, A.J & A.V. Martinet. (2018). *A Practical English Grammar*. Oxford: Oxford University Press.