

**A CORRELATION BETWEEN STUDENTS' SIMPLE PRESENT TENSE
MASTERY AND THEIR LEARNING MOTIVATION TOWARD THEIR
ABILITY TO COMPREHEND DESCRIPTIVE TEXT OF VIII GRADE
STUDENTS AT SMP KARTIKA 1-6 PADANG**

THESIS



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THE FACULTY OF TEACHER TRAINING AND EDUCATION
BUNG HATTA UNIVERSITY
2017**

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*Submitted to fulfill a Partial Requirement for S-1 degree at English Department,
Teacher Training and Education Faculty, Bung Hatta University*



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Finally, the writer believes that this thesis may have several weaknesses. Therefore, some comments, suggestion and criticisms are expected to come up in order to make this thesis better.

Padang, January 2017

The researcher

ABSTRACT

Irmandi (2017): A Correlation between Students' Simple Present Tense Mastery and Their Learning Motivation Toward Their Ability to Comprehend Descriptive Text of VIII Grade Students at SMP Kartika 1-6 Padang.

**Advisors : 1. Adzanil Prima Septy, M.Pd,Ph.D.
2. Dr. Lely Refnita, M.Pd**

This research was aimed to find out the correlation between students' simple present tense mastery and and their learning motivation toward their ability to comprehend descriptive text of VIII grade students at SMP Kartika 1-6 Padang. The hypothesis of this research was there was a significant correlation between students' simple present tense Mastery and their learning motivation toward their ability to comprehend descriptive text of VIII grade students at SMP Kartika 1-6 Padang.

The number of population was 112 students. There were distributed into four classes; VIII 1, VIII 2, VIII 3, and VIII 4. The researcher took one class as sample by using convenience sampling technique. The class selected as sample was VIII 4. The researcher gathered the data by using grammar test to measure students' simple present tense mastery, questionnaire to measure students' learning motivation and reading test to measure students' ability to comprehend descriptive text. To analyze the data the researcher used the Person Product Moment Formula and Multiple Correlation Formula.

After analyzing the data, the researcher found first finding of this study was that the coefficient of correlation between students' simple present tense mastery and their ability to comprehend descriptive text was 0.74. To see the whether such correlation is significant or not, it was compared with value of r_{table} at significant level α 0.05 and $df = n-2$ (26). As matter of fact the value of r_{table} was 0.388. It means that $r_{counted}$ was bigger than r_{table} ($0.74 > 0.388$) therefore, it can be stated that there is significant positive correlation between students' simple present tense mastery and their ability to comprehend descriptive text (see Appendix 31). The second finding of this study was the coefficient of correlation between students' learning motivation and their ability to comprehend descriptive text was 0.52. To see the whether such correlation is significant or not, it was compared with value of r_{table} at significant level α 0.05 and $df = n-2$ (26). As matter of fact the value r_{table} was 0.388. It means that $r_{counted}$ was bigger than r_{table} ($0.52 > 0.388$) therefore, it can be stated that there is significant positive correlation between students' learning motivation and their ability to

comprehend descriptive text (see Appendix 32). The third finding of this study was the coefficient of correlation between students' simple present tense mastery and their learning motivation was 0.42. To see whether such correlation is significant or not, it was compared with the value of r_{table} at significant level α 0.05 and $df = n-2$ (26). As a matter of fact the value r_{table} was 0.388, it means that $r_{counted}$ was bigger than r_{table} ($0.42 > 0.388$) therefore, it can be stated that there is significant positive correlation between students' simple present tense mastery and their learning motivation (see Appendix 33). The fourth finding was the coefficient of correlation between students' simple present tense mastery and their learning motivation toward their ability to comprehend descriptive text was 0.77. To see whether such correlation is significant or not, the researcher compared that $f_{counted}$ with f_{table} . If $f_{counted}$ is bigger than f_{table} , the correlation is significant. In fact, $f_{counted}$ was 32.22 while the value of f_{table} with the level of significance 0.05 and degree of freedom ($df = n-k-1$) (25) was 3.39 ($n =$ total number of sample, $k =$ total of independent variable). It means that $f_{counted}$ was bigger than f_{table} ($32.22 > 3.39$). In other words, there is significant positive correlation between students' simple present tense mastery and their learning motivation toward their ability to comprehend descriptive text on VIII grade students at SMP Kartika 1-6 Padang (see Appendix 34).

The researcher suggested the teacher to give more exercises to read and ask the students to improve their ability in grammar and learning motivation. For the students, they should study more about grammar especially simple present tense and improve their learning motivation and they should read more to increase their ability to comprehend descriptive text. Further researchers are suggested to conduct a study related to the problems of students dealing with other aspects of grammar and factors making students able to comprehend the texts.

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CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, the research questions, the hypothesis, the purposes of the research, the significance of the research, and the definition of the key terms.

1.1 The Background of the Problem

Nowadays, English has become important thing in whole aspects like economic, social, culture, and education. English has become a crucial language in the world including in Indonesia.

In December, 15th 1997, the ASEANs' nations including Indonesia agreed to create the ASEAN vision 2020. According to Budiman in Winantyo (2008:1), the purpose of ASEAN vision 2020s' is as a concert as Southeast Asian nation, outward looking, living in peace, stability and prosperity, bounded together in a partnership in dynamic development, and in a community of caring societies. One of ASEAN visions' programs is AEC (ASEAN Economic Community).

According to Winantyo (2008:13), AEC or Indonesian people call it as MEA is a community between ASEAN Nations that has a purpose to make an integrated economic between them. The AECs' nation applies the single market system. In other word, the ASEANs' nation is free to trade even if things or service, infestation, asset/fund, and labor.

AEC has applied in Indonesia. There will be many foreigners come to Indonesia and there will be many of work fields are available in Indonesia. What should Indonesian do to face in this era? They should have a good or particular skill, knowledge, relation and etc., but the important one is language. We could interact with foreign people with language. And English is an international language in the world.

In order to confront AEC, Indonesian people should be able to use English. Siragih and Silalahi (2014:1) add that in learning English, the students should master four skills. They are listening, speaking, reading, and writing. The four skills are very important because they are basic in English learning. It is important for the students to master spoken and written English in order to be able to communicate and socialize with the community. In addition, according to Lynch (2012:2), the students should know three systems of language, such as grammar, vocabulary and pronunciation.

Grammar has a big influence on learning language skills; listening, speaking, reading and writing. Based on Wikipedia (2012), grammar is the set of structural rules that governs the composition of words, phrases, clause and sentence in any given natural language. There are 16 grammars in English, they are: 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, and past future perfect continuous tense. Simple present tense is the

tense used to express an action or activity that takes place or happen at the current time, activity or work performed repeatedly, daily habits, events or actions that have nothing to do with time, and to express general truths (Lado 2008:8)

Among four language skills, reading is regarded as an important language skill. According to Inspiration Boost (2014), there are eight reasons why reading is so important. The first one is that we can expose our self to new things, the second one is self-improvement, the third is to improve our understanding, the fourth is that through reading we can do a preparation to action, the fifth is to gain many of experiences from other people, the sixth is as tool of communicating, the seventh is that reading can connect your brain and the last one is boost imagination and creativity.

In definition, Vaughn and Linan Tompson in Luckner and Handley (2008:6) reading has been defined as the active process of constructing meaning from the text; it involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas. So, reading is a process to understand and comprehend the text.

According toKee (2007: 9) reading comprehension is a process of making sense of a written text. However, it is not a passive one-way decoding process. Instead, it is an active two-way process in which the reader and the text. Interactthe reader tests clues from the text against his knowledge to arrive at an understanding of the text acceptable to the reader. Reading activity has a close relationship with functional text. There are many kinds of English functional text, for examples: recount text, narrative text, descriptive text, and so on.

According to Mark and Anderson (2007: 12) descriptive text is a text that states a factual description specifically to describe a particular place or thing.

The second year students of junior high school in Indonesia learn some kinds of texts. The texts are narrative, recount, and descriptive. According to Mark and Anderson (2007: 12) descriptive text is a text that states a factual description specifically to describe a particular place or thing. In order to learn those things, it will be impossible if the learners in Indonesia, especially in Padang city as the place where the researcher conducted his research have no motivation to learn. Motivation is a key factor in successful language learning, but even the most motivate students can lose interest and energy during their English language studies. According to Lai (2011:2), motivation refers to reasons that underlie behavior that is characterized by willingness and volition. As stated by Odera (2011:203), motivation is an essential aspect of teaching and learning. Without motivation, learning any language first or second would be difficult and perhaps impossible. It means that by having motivation the students can be successful in learning language especially in reading.

According to Sardiman in Hasanah (2013:17), motivation can be divided into two kinds. They are intrinsic and extrinsic motivation. The first motivation is intrinsic. The intrinsic motivation is the motivation that comes from inside of the student. Without any stimulant from outside of the student, he/she will learn by him/herself. The second motivation is extrinsic. The motivation comes from outside of the students. The students have to be stimulates to learn the material by something such as a reward. This kind of motivation is needed to make a good

condition of learning. So if there is no motivation to learn, students in Indonesia especially in Padangcity will not be able to ready to face this era.

Simple present tense and descriptive text cannot separated because descriptive text uses the simple present tense as the mainly or primary tense. To be able to master simple present tense, the students should have motivation to learn. To have a good comprehending on descriptive text, the researcher thought if the students' have a good skill in using simple present tense, and have a good motivation to learn, they will be easier to comprehend the descriptive text. In fact, based on informal interview with Mrs. Virdayopi S.S, an English teacher at SMP Kartika 1-6 Padang on September 15, 2016, many students did not achieve the KKM in English test especially in grammar test (simple present tense) and reading comprehension in descriptive text test. It was indicated by the data from the result of their daily examination of the odd semester 2016. It can be seen in Table 1.1.

Table 1.1 Students' percentage in simple present tense and reading comprehension in descriptive text test

No	Name of class	Number of students who achieve KKM	%	Number of students who do not achieve KKM	%
1	VIII.1	15	53.6%	13	46.4%
2	VIII.2	12	42.9%	16	57.1%
3	VIII.3	13	46.4%	15	53.6%
4	VIII.4	12	42.9%	16	57.1%
Σ	4 classes	52 students	46.6%	60 students	53.4%
Mean		13	46.4%	15	53.6%

Based on the table above, we know that the average percentage number of students who have reached KKM in their daily examination was 46.4%, but the others did not. It means that students' skill in using simple present tense and their

reading comprehension in descriptive text was low. One of the factors was that the students did not master in grammar especially simple present tense. Furthermore, Mrs. Virdayopi said that students also cannot comprehend the descriptive text well.

Moreover, according to Sari (2012) in her research finding, she found there is a significant correlation between reading comprehension and grammar mastery. On the otherhand, Andrinal (2012) in his unpublished research entitled “a correlation between students’ reading motivation and their reading comprehension of eight grade students”, found the significant correlation between motivation and reading comprehension. On the other hand According to Knoll (2000) correlation between learning motivation and reading comprehension was high correlation.

The differentiation between the previous researches with this research is more specific. If the previous research studied about grammar mastery in general, reading comprehension in general, and motivation in reading, this research studied about grammar mastery that specifically into simple present tense mastery, motivation in learning, and reading comprehension in descriptive text.

Based on phenomena above, the researcher wanted to know whether there is a significant positive correlation between students skill in using simple present tense and their learning motivation toward their ability to comprehend descriptive text. The researcher was interested in conducting a study about it, entitled is “*A Correlation between Students’ simple Present Tense Mastery and Their Learning Motivation toward Their Ability to Comprehend Descriptive Text of VIII Grade Students at SMP Kartika 1-6 Padang.*”

1.2 The Identification of the Problem

There are three elements of language, such as grammar, vocabulary and pronunciation (Lynch, 2012:2). Those elements support the four language skills. One of language elements is grammar. Grammar is essential as the rules of word to make the sentences meaningful. Grammar used in descriptive text and being discuss by the researcher was simple present tense.

Graham (2006:1) defines motivation as the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in this respect. Motivation plays an important role in all types of language learning, including grammar and reading comprehension. Highly motivated students work hard, persevere through challenges and obstacles, and find satisfaction through the successful completion of a reading comprehension. The researcher also recognizes learning motivation may relate to the students simple present tense mastery and their reading comprehension ability.

According to Kee (2007: 9) states that reading comprehension is a process of making sense of a written text. However, it is not a passive one-way decoding process. Instead, it is an active two-way process in which the reader and the text. Interact the reader tests clues from the text against his knowledge to arrive at an understanding of the text acceptable to the reader. To comprehend, a reader must decode words and associate them with their meanings. Phrases and sentences must be deal with fluently enough so that their meanings are not lost before the next ones are processes. An individuals' ability to comprehend text is influence by their traits and skills, one of which is the ability to make inferences. Reading activity

should be has a close relationship with functional text. There are many kinds of English functional text, for examples: recount text, narrative text, descriptive text, and so on.

Based on KTSP and syllabus on Junior High School in Indonesia, students at the first year study many kinds of text, and one of them is descriptive text. According to Mukarto (2007:140) descriptive text is a kind of text to describe something, someone or place, for examples: white house, animals, fruits, etc.

1.3 The Limitation of the Problem

Based on Based on identification of the problem above, the researcher limited this study on correlation between students' simple present tense mastery and their learning motivation toward their ability to comprehend descriptive text. Furthermore, simple present tense deals with nominal and verbal form. A descriptive text consists of identification and description. The researcher limited his study to the correlation between students' simple present tense mastery and learning motivation toward their ability to comprehend descriptive text. The researcher chose the VIIIgrade students at SMP Kartika 1-6 Padang because they have studied simple present tense and descriptive text at the VIII grade.

1.4 Formulation of the Problem

In accordance with the limitation of the problem, the researcher formulated the problem of the research as follows: *“Is there any significant correlation between Students' Simple Present Tense Mastery and Their Learning Motivation toward*

Their Ability to Comprehend Descriptive Text of VIII Grade Students at SMP Kartika 1-6 Padang.

1.5 Research Questions

Based on the formulation of the problem, the researcher formulated the specific questions of this study as follows:

1. To what extent is the correlation between students' simple present tense mastery and their ability to comprehend descriptive text?
2. To what extent is the correlation between students' learning motivation and their ability to comprehend descriptive text?
3. To what extent is the correlation between students' simple present tense mastery and their learning motivation toward their ability to comprehend descriptive text?

1.6 Hypotheses

Based on formulation of the problem, the hypotheses of this research were formulated as follows:

Alternative hypotheses:

(Ha₁): There is a significant correlation between Students' simple present tense mastery and their ability to comprehend descriptive text of VIII grade students at SMP Kartika 1-6 Padang.

(Ha₂): There is a significant correlation between students' learning motivation and their ability to comprehend descriptive text of VIII grade students at SMP Kartika 1-6 Padang.

(Ha₃): There is a significant correlation between Students' simple present tense mastery and their learning motivation of VIII grade students at SMP Kartika 1-6 Padang.

(Ha₄): There is a significant correlation between students' present tense mastery and their learning motivation toward their ability to comprehend descriptive text of VIII grade students at SMP Kartika 1-6 Padang.

Null hypotheses:

(Ho₁): There is no significant correlation between Students' simple present tense mastery and their ability to comprehend descriptive text of VIII grade students at SMP Kartika 1-6 Padang.

(Ho₂): There is no significant correlation between students' learning motivation and their ability to comprehend descriptive text of VIII grade students at SMP Kartika 1-6 Padang.

(Ho₃): There is no significant correlation between Students' simple present tense mastery and their learning motivation of VIII grade students at SMP Kartika 1-6 Padang.

(Ho₄): There is no significant correlation between students' present tense mastery and their learning motivation toward their ability to

comprehend descriptive text of VIII grade students at SMP Kartika 1-6 Padang.

1.7 The Purposes of the Research

The general purpose of this research was to find out the correlation between students' simple present tense mastery and their learning motivation toward their ability to comprehend descriptive text of VIII grade students at SMP Kartika 1-6 Padang. It aimed to describe whether the hypothesis is accepted or rejected. To be more specific, this study identified:

1. To identify the VIII grade students' simple present tense mastery at SMP Kartika 1-6 Padang.
2. To identify the VIII grade students' learning motivation at SMP Kartika 1-6 Padang.
3. To identify the VIII grade students' reading comprehension ability in descriptive text at SMP Kartika 1-6 Padang.
4. To find out the correlation between VIII grade students' simple present tense mastery and their ability to comprehend descriptive text at SMP Kartika 1-6 Padang.
5. To find out the correlation between VIII grade students' simple present tense mastery and their learning motivation at SMP Kartika 1-6 Padang.

6. To find out the correlation between VIII grade students' learning motivation and their ability to comprehend descriptive text at SMP Kartika 1-6 Padang.
7. To find out the correlation between VIII grade students' simple present tense mastery and their learning motivation toward their ability to comprehend descriptive text at SMP Kartika 1-6 Padang.

1.8 Significance of the Research

The researcher hopes that the finding of this study will be useful for researcher, English teachers, and students. For English teachers, they know students' simple present tense mastery, their leaning motivation, their reading comprehension ability and correlation among them. Such empirical information can be an input for the English teachers in teaching the students about simple present tense, motivating them in learning English and reading comprehension in descriptive text. For students, this research can increase their motivation in developing their simple present tense mastery and their reading comprehension ability in a descriptive text. For the researcher, he can get a good understanding in conducting a research.

1.9 Definition of the Key Terms

There are some meanings of the key terms used in this study. To avoid misunderstanding about them, the researcher provided their definitions as follows:

- (1) Correlation study is a quantitative method of research in which you have 2 or more quantitative variables from the same group of subjects, and trying to determine if there is relationship between them.
- (2) Simple present tense is the tense used to express an action or activity that takes place or happen at the current time, activity or work performed repeatedly, daily habits, events or actions that have nothing to do with time, and to express general truths (Lado 2008:8).
- (3) Motivation refers to reasons that underlie behavior that is characterized by willingness and volition (Lai:2011:2)
- (4) Reading is one of the language skills that are really important.
- (5) Reading comprehension is a process of making sense of written text (Kee 2007:9)
- (6) Descriptive text is a text that states a factual description specifically to describe a particular place or thing (Mark and Anderson 2007:12)