

The Effects of Simple Present Tense and Adjective Mastery towards Students' Writing Skill on Descriptive Text

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Abstract

This study investigates the influence of students' mastery of the Simple Present Tense and adjectives on their ability to write descriptive texts. Employing a survey method with random sampling, 75 students were selected as participants in two school private schools in West Jakarta. Data were collected through tests and analyzed using descriptive statistics (mean, median, mode, standard deviation) and predictive statistics, particularly correlation coefficients with t-tests. The research was conducted from March to June, with testing carried out over nearly one month. The findings reveal that: (1) Mastery of the Simple Present Tense and adjectives collectively has a significant impact on students' descriptive writing, contributing 93.3% to their performance (Sig. = 0.000 < 0.05; F = 500.627); (2) Mastery of the Simple Present Tense alone significantly affects writing skills (Sig. = 0.000 < 0.05; t = 8.179); and (3) Adjective mastery also significantly influences writing ability (Sig. = 0.000 < 0.05; t = 4.422).

Keywords: Simple Present Tense; Adjective Mastery; Descriptive Text.

Abstrak

Penelitian ini menganalisis pengaruh penguasaan Simple Present Tense dan kata sifat terhadap kemampuan menulis teks deskriptif siswa di dua sekolah swasta di Jakarta Barat. Sampel penelitian berjumlah 75 siswa yang dipilih secara random. Data diperoleh melalui tes dan dianalisis dengan statistik deskriptif serta uji t. Hasil menunjukkan bahwa: (1) Penguasaan Simple Present Tense dan kata sifat secara simultan berpengaruh signifikan terhadap kemampuan menulis deskriptif dengan kontribusi 93,3% (Sig. = 0,000 < 0,05; F = 500,627); (2) Penguasaan Simple Present Tense berpengaruh signifikan (t = 8,179); dan (3) Penguasaan kata sifat juga signifikan (t = 4,4222).

Kata kunci: Simple Present Tense; penguasaan kata sifat; teks deskriptif

INTRODUCTION

Language serves to express ideas, thoughts, opinions, and feelings, influenced by individual, cultural, educational, and communication factors. It is a vital tool for communication, essential for many activities. A language gains global status when widely recognized across countries. In today's globalized world, English has become the dominant international language, facilitating cross-cultural



communication worldwide. Therefore, learning English is crucial for enhancing social life quality.

As an international language used in various countries, including Indonesia, English has significantly developed in its usage across different fields. According to the curriculum in Indonesia, secondary school students are expected to learn English through various types of texts, meaning they must be able to identify topics and specific information and understand the meaning of sentences and phrases within the texts.

In English language learning, students are taught four skills: reading, writing, speaking, and listening. Therefore, mastering English language skills, both receptive (listening and reading) and productive (speaking and writing), is essential in learning. One of the productive skills that students need to master is writing. This skill serves as a means of written communication and as a medium for developing critical, logical, and structured thinking abilities. In English language learning, writing proficiency becomes an important indicator of how well students can practically apply their linguistic knowledge.

Writing is a crucial skill for students to possess. Through writing, individuals can convey their feelings, ideas, and information to others. This activity allows students to express themselves, explore, and articulate their thoughts. Students can translate the ideas in their minds into well-structured texts that are comprehensible to others, thereby fostering their critical thinking abilities.

József (2001) explains that writing is a complex skill requiring the organization and integration of information to ensure clear communication. It involves developing ideas and expressing the writer's knowledge and experiences. Unlike spoken language, writing demands more complex grammar, making it more challenging. Writing enables students to share ideas and broaden perspectives. As Walsh cited in Klimova (2013) highlights, writing is crucial in education and the workplace; proficiency in writing enhances communication and increases opportunities for success in academic and professional settings.

Writing is a cognitive process that involves generating ideas, organizing them into coherent text, and carefully considering vocabulary, structure, spelling, and mechanics (Nunan, 2005). Students must also edit their work to ensure correct word choice, grammar, punctuation, and coherence, as precise language helps engage and persuade readers. Good ideas alone are not enough; effective writing requires accurate diction, strong language structure, and proper organization. A major challenge for students learning English is mastering grammar, which governs how words and phrases form meaningful sentences, especially through correct tense usage. Grammar is essential for clear communication in both speaking and writing, as poor grammar hinders understanding. Being able to speak English does not guarantee the ability to write well-organized paragraphs.

Grammar is essential as it provides rules for arranging words into meaningful sentences, with tenses playing a key role in indicating the timing of events, thus aiding comprehension (Richards & Schmidt, 2002). Grammar combines elements like subjects, verbs, nouns, adjectives, and clauses to form sentences. In Indonesian Junior High Schools, students are required to write various text genres, including descriptive texts, which vividly depict people, objects, or

places to help readers visualize the subject (Evawani, 2010). Descriptive texts often use the simple present tense, common in everyday materials like advertisements and brochures. The simple present tense expresses actions, thoughts, or conditions occurring regularly or generally true (Azar, 2000), and students must understand its affirmative, negative, and interrogative forms. Adjectives provide descriptive information about nouns or pronouns (Maxom, 2009). Second-year junior high students learn different English text types, each with specific social functions, structures, and grammar. While descriptive writing aims to create vivid imagery (Wyrick, 2000), many students struggle to effectively incorporate the necessary elements.

This study focuses on analyzing the effects of simple present tense usage and adjective mastery on students' ability to write descriptive texts. The researcher observed that both simple present tense and adjective mastery have a significant impact on the writing outcomes of eighth-grade junior high school students. Occasionally, students experience difficulty organizing their ideas when attempting to write. Many students appear disengaged when asked to write due to limited vocabulary, and some exhibit grammatical inaccuracies, particularly in the use of simple present tense verbs, frequently making errors in applying the simple present tense, especially in descriptive text writing. This research remains essential to identify solutions for overcoming challenges in teaching writing in general and teaching descriptive text writing in particular.

The researcher also considers it important to conduct this study to assist readers, especially English teachers, in gaining insights on how to enhance students' descriptive writing skills, familiarize them with key elements involved in producing descriptive texts, and provide recommendations to improve students' overall writing competence. Although previous studies have addressed similar topics, their focus differs from this research. Prior research concentrated solely on the use of simple present tense in students' descriptive writing, whereas this study emphasizes both simple present tense usage and adjective mastery in students' descriptive writing. Based on the background above, the researcher intends to conduct a study entitled: "The Effects of Simple Present Tense and Adjective Mastery Towards Students' Writing Skills on Descriptive Text."

1. Definition of Simple Present Tense

In learning English, one of the essential aspects that learners need to understand is the use of tenses. The Simple Present Tense expresses routine, habitual, or permanent actions and facts. As noted by Murphy (2016) and Azar (2005), it is a fundamental verb tense frequently used to describe events that occur regularly or universally. In other words, if someone wants to express a situation that exists permanently, occurs frequently, or is a habit, the sentence structure used is Simple Present Tense.

Warner (2005) notes that Simple Present Tense expresses habits, routines, opinions, facts and even future events. Similarly, Rahmah (2010) emphasizes its use for present and future actions. Thus, this tense goes beyond describing the present, extending to generalizations, routines, permanent truths, and definite plans. This also implies that Simple Present Tense can be used to describe facts that are always true, events occurring in the present, or situations that, as far as we know,

continue to be true permanently. An example in a sentence is, “The sun shines during the day.” This sentence describes what happened in the past, what is happening in the present, and what will continue to happen in the future.

2. Definition of Adjective

Adjectives are essential in language learning as they provide detailed descriptions of objects, events and concepts (Kridalaksana, 2018). This definition shows that the primary function of adjective is to provide more detailed descriptive information about an object, event or concept being discussed in communication. By adding adjectives, a sentence can convey more subtle meaning, such as distinguishing between “book” and “interesting book”.

Adjectives as words that express qualities and modify nouns, are essential for developing descriptive competence in both spoken and written language (Klammer, 2020). Their appropriate use allows learners to communicate with greater specificity when describing objects, expressing emotions, or making evaluations. Furthermore, understanding their syntactic placement whether attributive or predicative is crucial for mastering sentence structure. Instruction on adjectives, therefore, should address not only their lexical meaning but also their grammatical and communicative functions.

3. Definition of Descriptive Text

Descriptive text is a factual form of writing that aims to portray objects, people, or places in detail, primarily by stimulating the reader’s senses (Warriner, 1982; Edriko et al., 2014). It emphasizes the use of precise verbs and adjectives to highlight characteristics such as shape, sound, smell, taste, and texture, enabling readers to form vivid mental images. Unlike action-oriented texts, descriptive texts focus on detailed representation, providing a sensory experience that allows readers to perceive the subject as if directly encountering it.

Putri & Tanjung (2013) state that “Descriptive text is a type of writing that describes a person, place, or object to create a clear impression.” The identification introduces the subject, while the description provides detailed characteristics and conditions. This structure allows the effective use of linguistic elements, particularly adjectives, to produce vivid and engaging imagery. Understanding these structures is crucial in language education, as composing descriptive texts enhances students’ ability to communicate information clearly and creatively in both academic and professional contexts.

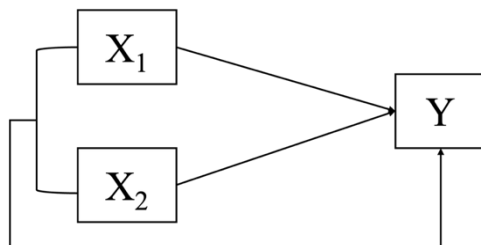
METHOD

In this study, the researcher conducted a quantitative approach. This approach was chosen because quantitative methods provide a basis for researchers to obtain data in the form of numbers from a large sample size, enabling statistical analysis and conclusions that can be generalized. As stated by Lamb (2007), “The quantitative approach ensures that the data collected accurately represents the population being studied, thereby enabling broader insights to be gained, compared to relying solely on in-depth information from a small number of individuals.”

The correlational survey method was selected for this study because its primary objective was to collect data from individuals on two or more variables to determine whether a correlation existed between these variables (Ary, 2010). This methodological approach enables the researcher to discern patterns of association

between variables without the necessity of direct intervention in the research subjects. The selection of this method is consistent with the characteristics of non-experimental research, which aims to describe the natural relationship between variables in a real-world context, as reflected in the objectives and research questions posed.

This study focuses on examining the results of the combined influence of Simple Present Tense Mastery and Adjective Mastery Towards Students' Writing Descriptive Texts. Thus, there are two independent variables and one dependent variable to be studied. Simple Present Tense Mastery is the first independent variable (X_1), and Adjective Mastery is the second independent variable (X_2). These two independent variables are assumed to be interrelated and are expected to influence Students' Writing Descriptive Texts as the dependent variable (Y). A correlation survey method was conducted using double correlation techniques. The variables in this study are presented in the following table:



Independent Variable (X_1) : Simple Present Tense

Independent Variable (X_2) : Adjective Mastery

Dependent Variable (Y) : Students' Writing Descriptive Text

RESULTS AND DISCUSSION

The effects of Simple Present Tense and adjective mastery towards students' writing skill on descriptive text consists of descriptive data, necessary data analysis, hypothesis testing, interpretation, and discussion of the research results were obtained from tests administered to students from two different private junior high schools in West Jakarta. The students were asked to complete 50 questions related to their mastery of the present tense, adjectives, and their ability to write descriptive texts.

In the data analysis process, the focus was on hypothesis testing, which began with a description of the research data from three variables presented in the form of frequency distributions, measures of central tendency, histograms, and regression coefficients. To illustrate the influence of these variables, simple regression and multiple regression analyses were used. Assumption tests for the regression parameters were conducted using normality tests with the Kolmogorov-Smirnov method and linearity tests of the regression model.

1). The Data of Simple Present Tense (X_1)



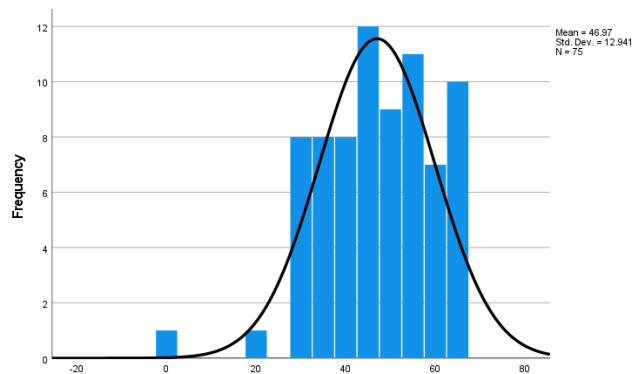


Figure 1 Histogram of Simple Present Tense

The data for variable X1, namely the Simple Present Tense, were obtained from 75 students from two different private schools in West Jakarta as the research subjects. Based on the collected data, the results indicate that the majority of the participants demonstrated Simple Present Tense skills at a level close to the average. The mode of 52 shows that this score was the most frequently achieved by the students. With a standard deviation of 12.941, there was considerable variation in students' mastery of the Simple Present Tense. Some students obtained the minimum score of 0, indicating no mastery, while the highest score reached 66. The distribution of the data in Figure 1 appears to approximate a normal (bell-shaped) curve. However, there is a slight skew to the left due to several low extreme values.

The mean score was 46.97 with a standard deviation of 12.941, suggesting that respondents' scores were moderately dispersed around the central value. The total number of respondents was 75, with the majority of scores ranging between 35 and 60, and the highest frequency occurring within the interval of approximately 45 to 50. The normal curve superimposed on the histogram shows that the overall distribution of the data is generally normal. Therefore, these data meet the assumption of normality required for parametric statistical analysis.

2). The Data of Adjective Mastery (X2)

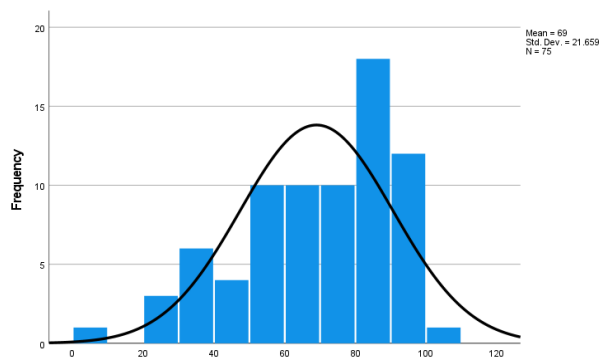


Figure 2 Histogram of Adjective Mastery

The results of variable X2, namely adjective mastery, indicate that the students' mean score in adjective mastery was 69, with a median score of 75. The mode of 83 shows that this score was the most frequently achieved by the students, suggesting that several students demonstrated perfect vocabulary mastery. With a standard deviation of 21.659, the variation in scores among students was relatively high. The minimum score of 6 indicates that some students had very low vocabulary mastery, while the maximum score of 100 reflects students with perfect mastery of adjectives.

Figure 2 presents a histogram illustrating the frequency distribution of adjective mastery scores from 75 respondents. The mean score was 69, with a standard deviation of 21.858. The data distribution shows a tendency toward normality, although there was a slight positive skew due to several scores falling below the mean. The majority of respondents scored between 60 and 100, with the highest frequency in the 80 range. This indicates that most respondents demonstrated a relatively high level of proficiency in the use of adjectives. The relatively large standard deviation reveals considerable variation in the respondents' abilities. The normal curve in the histogram suggests that, although the data tended to follow a normal distribution, some deviations remained on the left side of the distribution. Nevertheless, the distribution can still be considered suitable for parametric statistical analysis under the assumption of moderate normality.

3). The Writing Skill in Descriptive Text (X3)

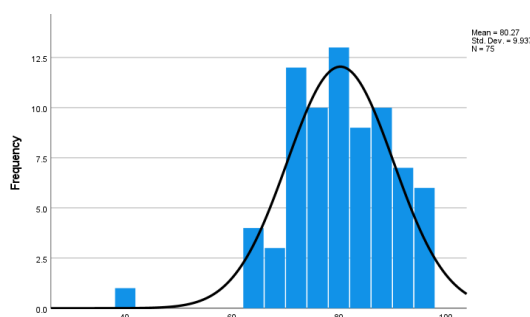


Figure 3 Histogram of Students' Descriptive Writing Skill

The results for variable X3, namely students' ability in writing descriptive texts, indicate that the average score was 80.27, with both the median and mode at 80. This suggests that the majority of students demonstrated writing skills at a level consistently close to the average. The standard deviation of 9.937 shows that the variation in writing ability among students was relatively small. The minimum score of 40 indicates that even the students with the lowest writing skills were still at a relatively acceptable level. Conversely, the maximum score of 96 reflects very strong writing ability among some students. The histogram in Figure 3 illustrates the frequency distribution of descriptive text writing scores from 75 respondents.

Based on the histogram, the mean score was 80.27 with a standard deviation of 9.937. Most scores fell within the range of 70 to 90, with the highest frequency occurring between 75 and 85.

The data distribution reveals a pattern approaching normality, as evidenced by the bell-shaped curve superimposed on the histogram. This indicates that the descriptive writing ability of the 75 respondents was relatively homogeneous and evenly distributed around the mean. A few outliers with scores around 40 appeared below the average; however, these did not significantly affect the overall shape of the distribution. The relatively small standard deviation further suggests low variability, indicating that most respondents possessed comparable skills in writing descriptive texts. Therefore, the distribution meets the assumption of normality and can be used in parametric statistical analyses for further examination.

B. Prerequisite Tests for the Data Analysis

1). Normality Test Data

Table 1 The Recapitulation of Normality Test

			One-Sample Kolmogorov-Smirnov Test		
			Simple Present Tense	Adjective Mastery	Writing Descriptive Text
N			75	75	75
Normal	Mean		46.97	69.00	80.27
Parameters ^{a,b}	Std. Deviation		12.941	21.659	9.937
Most Extreme Differences	Absolute		.108	.106	.096
	Positive		.071	.085	.084
	Negative		-.108	-.106	-.096
Test Statistic			.108	.106	.096
Asymp. Sig. (2-tailed) ^c			.052	.056	.084
Monte Carlo Sig. (2-tailed) ^d			.052	.057	.080
	99% Confidence Interval	Lower Bound	.049	.055	.073
		Upper Bound	.055	.059	.087

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

According to the criteria set by the software, the data is considered normally distributed if the significance value (p-value) is greater than 0.05, which leads to the acceptance of the null hypothesis (H₀). This p-value, displayed in the 'Sig.' column of the normality test output, reflects the level of normality of the data. In this study, the Kolmogorov-Smirnov test was applied to assess normality.

2). Linearity Test

Linearity testing is generally used as a prerequisite for analyzing research data using simple or multiple linear regression. The purpose of this test is to determine if the relationship between the independent and dependent variables in the study is linear. Based on the criteria in the program analysis, a linear relationship between



independent and dependent variables can be identified if the significance value (p-value) for the “deviation from linearity” indicator exceeds 0.05. This value is listed in the “Sig.” column in the Linearity row of the ANOVA table generated through regression analysis using SPSS.

a. Linearity Regression Line Relationship Between Variable X1 and Y

Table 2 Recapitulation of Linearity Test Results Regression Line Relationship Between Variable X1 and Variable Y

ANOVA Table					
	Sum of Squares	df	Mean Square	F	Sig.
Y * X1 Between Groups (Combined)	6830.210	21	325.248	36.180	.000
Linearity	6683.349	1	6683.349	743.440	.000
Deviation from Linearity	146.860	20	7.343	.817	.683
Within Groups	476.457	53	8.990		
Total	7306.667	74			

Based on the data in Table 2, the deviation from linearity value is $F_o = 0.817$ with a significance of $0.683 > 0.05$. This value indicates that the linear regression equation between mastery of the simple present tense and descriptive text writing skills forms a linear relationship.

b. Linearity Regression Line Relationship Between Variable X2 and Y

Table 3 Recapitulation of Linearity Test Results Regression Line Relationship Between Variable X2 and Variable Y

ANOVA Table					
	Sum of Squares	df	Mean Square	F	Sig.
Y * X2 Between Groups (Combined)	7014.000	27	259.778	41.718	.000
Linearity	6361.111	1	6361.111	1021.545	.000
Deviation from Linearity	652.889	26	25.111	4.033	.000
Within Groups	292.667	47	6.227		
Total	7306.667	74			

Based on the data in Table 3, the deviation from linearity value is $F_o = 4.033$ with a significance of $0.000 > 0.05$. This value indicates that the linear regression equation adjective mastery and descriptive text writing skills forms a linear relationship.

C. Testing Hypothesis

A comprehensive summary of the tests is presented in the tables below:



Table 4 Calculation Results of Multiple Correlation Coefficients Tests of Variable X1 and X2 to Y

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.966 ^a	.933	.931	2.609

a. Predictors: (Constant), Adjective Mastery, Simple Present Tense

Table 5 Results of the Calculation of the Significance Test of the Regression Coefficient of Variables X1 and X2 to Y

ANOVA^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6816.493	2	3408.247	500.627	.000 ^b
	Residual	490.173	72	6.808		
	Total	7306.667	74			

a. Dependent Variable: Writing Descriptive Text

b. Predictors: (Constant), Adjective Mastery, Simple Present Tense

Table 6 Calculation Results of the Multiple Regression Equation Variable X1 and X2 to Y

Coefficients^a									
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	46.303	1.148		40.339	.000			
	Simple Present Tense	.490	.060	.639	8.179	.000	.956	.694	.250
	Adjective Mastery	.158	.036	.345	4.422	.000	.933	.462	.135

a. Dependent Variable: Writing Descriptive Text

Referring to three tables above, the results of hypothesis testing are expressed as follows, in both statistical and verbal formats:

1). The Effects of Simple Present Tense (X1) and Adjective Mastery (X2) Towards Students' Writing Ability on Descriptive Text (Y)

Tested hypothesis:

H0 : $\beta_{12y} = 0$

H1 : $\beta_{12y} \neq 0$

Explanation:

H0 : There are no significant Effects of Simple Present Tense and Adjective Mastery on Students' Writing Ability in Descriptive Text

H1 : There are significant Effects of Simple Present Tense and Adjective Mastery on Students' Writing Ability in Descriptive Text

Table 4 displays an R-squared value or coefficient of determination of 0.933. This indicates that Simple Present Tense (X1) and Adjective Mastery (X2) together have a 93.3% influence on Students' Writing Skill in Descriptive Texts (Y), with the remaining 6.7% influenced by other variables. An R-Square value of 93.3% is categorized as strong. The analysis results indicate that the Simple Present Tense (X1) and Adjective Mastery (X2) have a strong influence on Students' Writing Ability in Descriptive Text (Y).

Table 5 shows that the constant value (b0) is 46.303, the regression coefficient for Simple Present Tense (b1) is 0.490, and the regression coefficient for Adjective Mastery (b2) is 0.158. The multiple linear regression equation with two independent variables, namely Simple Present Tense (X1) and Adjective Mastery (X2), about Students' Writing Skill in Descriptive Text (Y), is expressed as $Y = b_0 + b_1 X_1 + b_2 X_2$. A detailed explanation is as follows; Y represents the dependent variable being predicted, b0 is the constant, b1 is the regression coefficient for X1, and b2 is the regression coefficient for X2, resulting in the multiple linear regression equation $Y = 46.303 + 0.490X_1 + 0.158X_2$. Table 6 shows that the calculated Fvalue is 500.627 with a significance level of 0.000. Meanwhile, the critical Fvalue at a 5% significance level ($\alpha = 0.05$) with degrees of freedom $df_1 = 2$ (numerator) and $df_2 = 72$ (denominator) is 3.12.

2). The Effects of Simple Present Tense (X1) Towards Students' Writing Ability on Descriptive Text (Y)

Tested hypothesis:

H0 : $\beta_1 = 0$

H1 : $\beta_1 \neq 0$

Explanation:

H0 : There is no significant Effects of Simple Present Tense Towards Students' Writing Ability in Descriptive Text

H1 : There is significant Effects of Simple Present Tense Towards Students' Writing Ability in Descriptive Text

To verify the hypothesis, the values presented in the t column or Sig. Columns in the row of the Simple Present Tense (X1) variable in Table 6 are observable. According to the established criteria, the significance of the regression is determined by the following conditions: "if $t_{count} > t_{table}$, then H_0 is rejected" or "if $Sig. < 0.05$, then H_0 is rejected", which indicates that the independent variable (X1) has a significant effect on the dependent variable (Y). The Sig. value in question is the figure listed in the Sig column for the Simple Present Tense (X1) variable in Table 6. The t_{count} value refers to the number displayed in the t column for the same variable. Meanwhile, the t_{table} value is derived from the t-distribution at a 5% level of significance with degrees of freedom ($df = n - 2$) = 73, where n represents the number of respondents. Based on Table 6, it can be observed that the Sig. Value is $0.000 < 0.05$, and the t_{count} is 8.179. These results indicate that the Simple Present Tense (X1) has a positive and significant effect on Students' Writing Ability in Descriptive Text (Y).

3). The Effects of Adjective Mastery (X2) Towards Students' Writing Ability on Descriptive Text (Y)

Tested hypothesis:

H0 : $\beta_{2y} = 0$

H1 : $\beta_{2y} \neq 0$

Explanation:

H0 : There is no significant Effects of Adjective Mastery Towards Students' Writing Ability in Descriptive Text

H1 : There is significant Effects of Adjective Mastery Towards Students' Writing Ability in Descriptive Text

To test the hypothesis, attention can be paid to the values presented in the t column and the Sig. column in the row corresponding to Adjective Mastery (X2) in Table 6. According to established criteria, the significance of the regression is determined by the following: "if $t_{count} > t_{table}$, then H_0 is rejected" or "if $Sig. < 0.05$, then H_0 is rejected," which indicates that Adjective Mastery (X2) has a significant effect on students' writing ability in composing descriptive texts (Y). The significance value refers to the number shown in the Sig. column in the Adjective Mastery (X2) row of Table 6. The t_{count} value corresponds to the number in the t column for Adjective Mastery (X2) in the same table. Meanwhile, the t_{table} value is obtained from the t-distribution table at a 5% significance level with degrees of freedom ($df = n - 2$) = 73, where n represents the number of respondents. Based on Table 6, it can be seen that the significance value is $Sig = 0.000$, which is less than 0.05, and the t_{count} is 4.422. These results indicate that Adjective Mastery (X2) has a positive and significant effect on Students' Writing Ability in Descriptive Text (Y).

CONCLUSIONS

As a result of the hypothesis testing, the following conclusions were obtained:

1. Simple Present Tense and Adjective Mastery have a significant influence on students' ability to write descriptive texts in private junior high schools in West Jakarta. This is evidenced by a significance value of 0.000 ($p < 0.05$) and an F value of 500.627. The combined contribution of these two variables to students' writing performance is 93.3%. Based on general statistical interpretation, if the significance value is below 0.05, the effect is considered statistically significant. This indicates that both X_1 (Simple Present Tense) and X_2 (Adjective Mastery) have a significant influence on Y (Students' Descriptive Writing Skills).

2. Simple present tense has been shown to have a significant impact on students' writing ability in descriptive texts in private junior high schools in West Jakarta. This hypothesis is supported by a significance value of 0.000 ($p < 0.05$) and a t_{count} of 8.179. The contribution of the simple present tense is calculated using the following formula: $0.060 \times 0.956 \times 100\% = 57.3\%$. According to statistical guidelines, a significance value below 0.05 indicates that the influence of variable X_1 (Simple Present Tense) on variable Y (Students' Descriptive Writing Skills) is significant.

3. The ability to utilize adjectives effectively has been demonstrated to have a significant impact on students' capacity to compose descriptive texts in private junior high schools in West Jakarta. This is indicated by a significance value of 0.000 ($p < 0.05$) and a tcount of 4.422. The contribution of adjective mastery is calculated as $0.036 \times 0.933 \times 100\% = 33.5\%$. According to statistical rules of thumb, when the significance value is less than 0.05, it can be concluded that X_2 (Adjective Mastery) significantly influences Y (Students' Descriptive Writing Skills).

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