

## **The Effects of Simple Present Verb and Vocabulary Mastery towards Students' Writing Skills in Procedure Text**

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### **Abstract**

*This study investigates the influence of simple present verb and vocabulary mastery on students' ability to write procedural texts. Employing a survey method with random sampling, 84 vocational high school students participated. Data were collected through tests and analyzed using descriptive statistics (mean, median, mode, and standard deviation) and inferential statistics (correlation coefficient and t-test). The findings indicate that mastery of the simple present tense and vocabulary together significantly affect students' procedural text writing (Sig. = 0.000 < 0.05; F = 14.077), contributing 14.4% of the variance. Individually, mastery of the simple present tense significantly influences writing skills (Sig. = 0.036 < 0.05; t = 2.135), with a 14.4% contribution, while vocabulary mastery has a stronger impact (Sig. = 0.000 < 0.05; t = 4.519), contributing 26.6%. These results highlight the essential role of grammar and vocabulary in enhancing students' writing performance.*

**Keywords:** Simple Present Verb; Vocabulary Mastery, Writing skill: Procedural Text

### **Abstrak**

Penelitian ini adalah untuk menganalisis dan menentukan pengaruh kata kerja simple present dan penguasaan kosakata terhadap kemampuan menulis teks prosedur siswa. Penelitian ini menggunakan metode survei. Dengan teknik random sampling, peneliti memilih sampel sebanyak 84 siswa. Data dikumpulkan melalui instrumen tes, kemudian dianalisis menggunakan statistik deskriptif seperti mean, median, modus, dan simpangan baku, serta statistik prediktif khususnya uji korelasi dengan uji t. Peneliti melaksanakan tes langsung pada dua kelas selama hampir satu bulan di luar waktu penelitian. Penelitian berlangsung dari bulan Maret hingga Mei. Hasil penelitian menunjukkan: 1) Terdapat pengaruh signifikan penguasaan simple present tense dan kosakata secara kolektif terhadap penulisan tes prosedur siswa. Hal ini ditunjukkan dengan akuisisi Sig. = 0,000 < 0,05 dan Fhitung 14.077. Penguasaan simple present tense dan kosakata menyumbang 14.4 % waktu siswa dalam menulis teks prosedur 2) Terdapat pengaruh yang signifikan penguasaan simple present tense terhadap penulisan teks prosedur siswa. Hal ini ditunjukkan dengan akuisisi Sig. = 0.036 < 0.05 dan thitung = 2.135 Kontribusi penguasaan simple present tense terhadap menulis teks deskriptif siswa adalah 14.4. 3) Terdapat pengaruh yang signifikan penguasaan kosakata terhadap menulis teks prosedur siswa. Hal ini ditunjukkan dengan akuisisi Sig. = 0.000 < 0.05 dan thitung 4.519 Kontribusi penguasaan kosakata terhadap menulis teks procedure siswa adalah 26.6%.

**Kata kunci:** Simple Present Tense, Penguasaan Kosakata, Menulis Teks Prosedur



## INTRODUCTION

Language is a systematic and rule-governed tool for human communication that serves as the foundation of interaction in human life. It is not merely a collection of words and expressions but a highly organized system that follows specific rules of structure, sound, and meaning. Through this system, people are able to share ideas, express feelings, exchange information, and establish social relationships within society (Owon, 2017; Keraf, 1997, as cited in Hafman, 2022). In addition to its communicative function, language also operates as a powerful medium for the transmission of knowledge across generations, enabling individuals to learn from the past and build on existing ideas.

Language helps people organize their thoughts and express ideas clearly. It allows us to explain complex reasoning and arguments while also keeping culture alive by passing down values and traditions. Besides daily communication, language is important for learning, sharing knowledge, and growing in science and culture. Without language, people could not maintain order or develop civilization.

In the current era of globalization, English has become an international language that plays a dominant role in education, business, science, and technology (Rao, 2019). To adapt to this global demand, the Indonesian government strengthens English teaching in schools while maintaining Bahasa Indonesia as the national language (Ministry of Education and Culture, 2017). This reflects the recognition that mastering English is a key competency for future generations to participate in international communication.

In Indonesia, English learning focuses on listening, speaking, reading, and writing. Writing is critical because it helps learners express ideas clearly and permanently. However, writing is also one of the hardest skills for English learners. To write well, students must know grammar and vocabulary. This helps them make clear and meaningful sentences.

According to Kepmendiknas No. 23/2006, high school graduates are expected to be able to produce short texts and essays across different genres, including procedural texts. Writing, therefore, becomes an essential skill in school curricula because it equips students to communicate ideas accurately. Despite this, writing is complex since it combines several components such as vocabulary, grammar, punctuation, spelling, and idea organization. Students who fail to master these aspects often experience difficulties in producing coherent texts.

At the vocational high school level, students learn different types of texts in English, including procedural texts. A procedure text gives step-by-step instructions on how to do something, like cooking, using a tool, or doing a task. This type of writing is important because it helps students develop useful communication skills for daily life and work. According to Emilia (2019) and Derewianka (1990, in Emilia, 2016), procedure texts use sequencing words such as first, then, next, and finally, and are written in the simple present tense to show regular actions.

To write a good procedure text, students need to understand its structure—goal, materials, and steps—and have a good command of vocabulary and grammar. Vocabulary helps students choose the right words for actions and tools, while grammar, especially the correct use of the simple present tense, makes the

instructions clear. Without good vocabulary and grammar, students' procedural texts can become confusing or unclear, and may not effectively communicate the instructions.

Nevertheless, many vocational high school students still face difficulties in writing procedure texts. They often make grammatical mistakes, use limited vocabulary, and fail to arrange their ideas logically. Some students feel bored or discouraged when given writing tasks because they lack confidence in their ability to express ideas in English. As a result, their writing performance does not meet the expected standards.

Effective writing relies heavily on two key components: grammar and vocabulary. Grammar provides the structure, while vocabulary gives meaning (Richards, 2001). Brown (2001) highlights that grammar competence, especially the mastery of tenses, is among the most difficult aspects for Indonesian learners. Without good grammar, sentences become unclear; without adequate vocabulary, ideas cannot be fully expressed. Thus, both components are inseparable in supporting successful writing.

Writing procedure texts is an important goal in senior high school English. Many students find it hard to organize their ideas and get bored writing. They often lack enough vocabulary to express themselves well. Some students make grammar mistakes, especially with the simple present tense. They also struggle with spelling and understanding the parts of a procedure text.

Using sequencing words is hard because English spelling and pronunciation are different. Many students make grammar mistakes, especially with the simple present tense. Not knowing enough vocabulary makes it hard to explain and connect ideas. Even with good ideas, students can't write well without enough vocabulary. This often causes confusion and poor writing.

When students write procedure texts, they often make mistakes with the simple present tense. Errors in verb forms and subject-verb agreement make their sentences hard to understand. Lack of vocabulary also limits how well they can explain their ideas. They usually use only simple words, which makes their writing less clear. These problems make their procedure texts confusing and unclear.

Even if students have good ideas, a limited vocabulary makes it hard to write them clearly. They struggle to choose the right words, verbs, and sequence markers. This often leads to frustration and hesitation in writing. As a result, their texts may be unclear, repetitive, or incomplete. Without better grammar and vocabulary, their writing will not improve.

In this context, teachers play a central role in guiding students to overcome their writing difficulties. Teachers need to provide appropriate materials, clear explanations, and sufficient practice opportunities so that students can apply their knowledge in writing. Moreover, teachers must motivate students and offer constructive feedback to help them improve both their grammar and vocabulary mastery. Without such support, students are likely to continue struggling in their writing tasks.

This study examines the influence of simple verb forms, vocabulary on students' writing skills in procedural texts. The focus is on students at a private vocational high school in Tangerang. The study aims to help teachers find better

ways to improve writing. By improving grammar and vocabulary teaching, students can write clearer and more accurate texts. This will help students create better procedure texts in English.

Definition of the simple present verb Azar (2003, p. 11) explains that the simple present tense describes actions or situations that are true in the present and are expected to remain true in the future. It is commonly used to express habitual or everyday activities and to state general facts. For example, I often eat fried rice for breakfast, and the world is round. Therefore, we use the simple present tense to talk about things that are always true, stuff we do every day, or things happening right now (sometimes).

Similarly, Walker and Elsworth (2005, p. 34) note that when using the simple present tense with he, she, or it, verbs ending in -ss, -sh, -ch, or x require the addition of -es. For instance, "He finishes" (from finish) and "She watches" (from watch). The simple present tense is also used to describe permanent conditions, like "I'm from France," "He doesn't speak English," or "We are based in London." Additionally, it expresses actions that occur regularly, repeated behaviors, or habits, such as "I wake up at six o'clock every day."

The explanation above makes simple present tense sentences. your need to know the subject or pronoun, choose the right verb, and use the correct verb ending.

Definition of vocabulary mastery.

According to Napa(1999), Vocabulary mastery refers to fully understanding the words that form a language. This includes the vocabulary used by an individual, a community, or a specific occupation. Simply put, vocabulary mastery is an important part of learning English as a foreign language.

Having good vocabulary mastery helps students learn new words and expressions. In writing, it means knowing many words, their meanings, forms, and how they are used in sentences. It also includes understanding grammar and how words work together. When students master vocabulary, they can use words correctly and express their ideas more clearly.

Definition of writing

Writing is an essential skill in English. Through writing, we can express our ideas in writing. Both students and teachers frequently practice writing. Writing is not a natural ability, but something that must be learned. When writing, we need to organize our ideas and convey them clearly.

Writing holds a distinct meaning. As Mayers (2005:21) explains, writing is a method of conveying messages to others via paper and computer screen. While writing can be seen as a talent, it is mainly a skill that can be developed and enhanced through regular practice, just like any other skill.

Definition of Procedure

Process text is a type of text that explains how to do something step by step. Typically, this type of text is used to tell others how to make or do something, such as a cooking recipe or a craft instruction. This text is structured sequentially to make it easy to follow and produce results that are consistent.

## **METHOD**

This research used a quantitative survey with a correlational design to find out the relationship between students' mastery of the simple present tense, their vocabulary, and their ability to write procedure texts. The quantitative method was chosen because it helps measure data in numbers and test hypotheses. The study involved all eleventh-grade students at a private vocational high school in Tangerang during the 2024/2025 school year. From this group, one class of 30 students was chosen as the sample using purposive sampling. This class was selected because it had an average level of English. Only students who had learned procedure texts and agreed to join the study were included. Those who were absent during the test were not included.

The research used three tests: a simple present verb test, a vocabulary test, and a writing test. The simple present test had 20 multiple-choice questions to check correct tense use. The vocabulary test had 65 multiple-choice questions about verbs, nouns, adjectives, and adverbs related to procedure texts. The writing test asked students to write a procedure text with at least 10 sentences, scored on grammar, vocabulary, organization, and content. Two English lecturers checked the tests, and they were reliable with scores above 0.70.

Data were collected in three steps over two class meetings ( $2 \times 90$  minutes). First, students took a test on the simple present tense, then a vocabulary test, and finally a writing test. All tests were done during regular class time and supervised by the researcher and the English teacher. Clear instructions were given before each test, and students' answers were collected right after they finished.

The data were analyzed using SPSS version 26. Descriptive statistics were used to show the students' scores. Normality and linearity tests were done to check the data. Pearson Product-Moment Correlation was used to see the relationship between simple present tense mastery and writing skills, and also between vocabulary mastery and writing skills. Multiple regression analysis was used to see how both grammar and vocabulary together affected students' ability to write procedure text.

This research followed ethical guidelines. Permission was first obtained from the school principal and the English teacher. Students were told about the purpose of the research, and their participation was voluntary. The researcher ensured that students' identities and scores stayed private, and all data were used only for academic purposes.

The researcher collected data on students' mastery of the simple present tense and vocabulary. These were the independent variables and were measured using an objective test with 65 multiple-choice questions. To measure the dependent variable, which is writing skill, a written test was given. The writing was assessed based on content, coherence, grammar, and vocabulary.

## RESULTS AND DISCUSSION

### A. Description of Data

#### 1. The Data of Simple Present Verb (X1)

Data on simple present verbs were collected from a group of 84 students. A vocabulary mastery test consisting of 65 questions was given to them. According to the table, the lowest score recorded was 66, the highest was 96, the average score was 79.86, the middle value was 78.00, the most frequent score was 78, and the standard deviation was 5.532.

Table 1: Descriptive Statistics of Simple Present Tense Verbs

	X1 (Simple Present Tense Verbs)
N Valid	84
Missing	0
Mean	79.86
Median	78.00
Mode	78
Std. Deviation	5.532
Minimum	66
Maximum	96

Based on the calculations above, it can be said that the use of simple present tense verbs by students at Private Vocational High School in Tangerang has fairly good grades, with an average of around 79.86. For more details, see Figure 1. The graph shows that students' scores for the use of simple present tense verbs a private high schools in Tangerang are fairly evenly distributed.

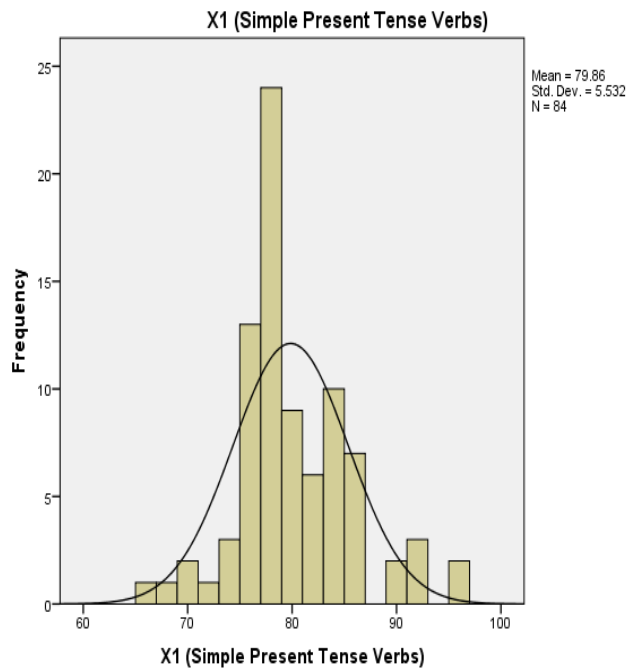


Figure 1: The Histogram Polygon Variable of Simple Present Verb

2. Data of Vocabulary Mastery (X2)

Vocabulary Mastery Data (X2) data were obtained from a sample of 84 students. A table shows the lowest score's 68, the highest score's 96, the means is 79.94, the median is 80, the mode is 78, and the standard deviation's 6.335.

Table 2: Data Description of Vocabulary Mastery

		X2 (Vocabulary Mastery)
N	Valid	84
	Missing	0
Mean		79.94
Median		80.00
Mode		78
Std. Deviation		6.335
Minimum		68
Maximum		96

Based on the calculations above, it's inferred that the vocabulary mastery of students at a private vocational high school in Tangerang is at a moderate level. This is shown by the average scores of 79.94. To provide a clearer understanding, the data description is displayed in the diagram below:



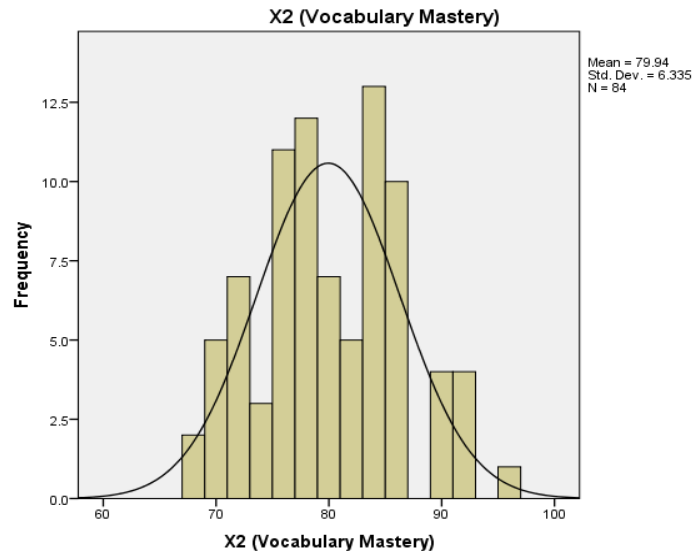


Figure 2 Histogram Polygon Chart of Vocabulary Mastery.

Based on the histogram and frequency polygon shown above, it can be concluded that the vocabulary mastery scores of students' Private Vocational High Schools in Tangerang follow a normal distribution pattern.

3. The Data of Writing in Skill in Procedure Text (Y)

A writing skill data for procedure texts was collected from a sample of 84 students. According to the table below, the minimum score is 74, the maximum score is 90, the mean score is 81.19, the median is 80, the mode is 78, standard deviation is 3.857.

Table 3: Data Distribution of Students' Writing Procedure Text

		Y (Students' Writing Procedure Text)
N	Valid	84
	Missing	0
	Mean	81.19
	Median	80.00
	Mode	78
	Std. Deviation	3.857
	Minimum	74
	Maximum	90

The calculations above can be concluded that students' writing skills in procedural texts at private vocational High Schools in Tangerang City are at a good level. The indicated of average score of 81.19. Furthermore, for a clearer understanding, the descriptive data is presented in the figure below.

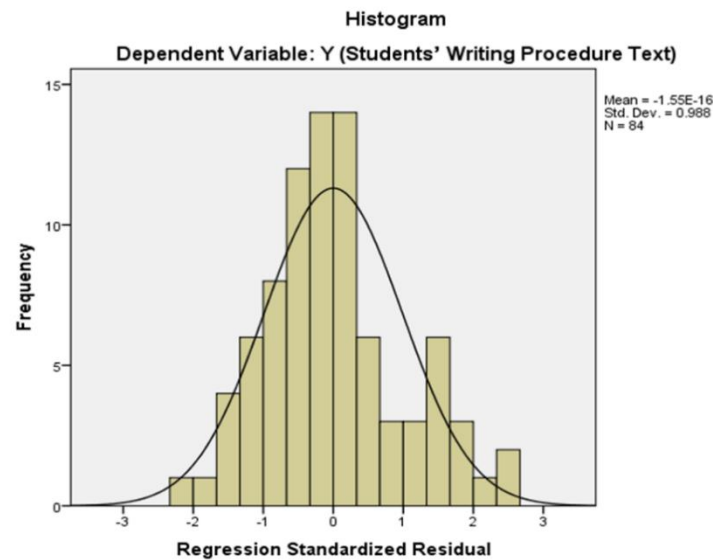


Figure 3 Histogram of Students' Writing Procedure Text

Based on the histogram above, it can be concluded that the distribution of the eleventh-grade students' procedure writing scores at Private Vocational High Schools in Tangerang is relatively good.

The Effect of Simple Present Verb ( $X_1$ ) and Vocabulary Mastery ( $X_2$ ) jointly towards Students' Writing Skill in Procedure Text ( $Y$ ). Tested Hypothesis

$$H_0: \beta y_1 = \beta y_2 = 0$$

$$H_1: \beta y_1 \neq 0, \beta y_2 \neq 0$$

$H_0$ : There are no effects of Simple Present Verb and Vocabulary Mastery on Students' Writing Procedure Text.

$H_1$ : There are effects of Simple Present Verb and Vocabulary Mastery on Students' Writing Procedure Text.

Table 1 shows a significant effect's a simple present verb and vocabulary mastery on student writing skill in a procedure text. The analysis shows that simple present verb mastery ( $X_1$ ) and vocabulary mastery ( $X_2$ ) have a significant effect on students' writing skills in procedure texts. The regression equation  $Y = 48.447 + 0.144X_1 + 0.266X_2$  indicates that both variables positively contribute to students' writing performance. The significance value ( $p = 0.000 < 0.05$ ) and F-count (14.077) confirm that the effect is statistically significant, with a combined contribution of 25.8%. This finding demonstrates that improving students' mastery of simple present verbs and vocabulary can enhance their ability to write procedure texts effectively.

The Effect of the Simple Present verb ( $X_1$ ) on Students' Writing Skill in Procedure Text ( $Y$ ). Tested Hypothesis

$$H_0: \beta y_1 = 0$$



$$H1: \beta y1 \neq 0$$

H0 : There is no effect of the Simple Present Verb on Students' Writing Procedure Tex

H1 : There is an effect of the Simple Present Verb on Students' Writing Procedure Text.

Table 2 concludes that both simple present verbs significantly affect students' ability to write procedure texts. Vocabulary mastery has a stronger influence, with a significance value of 0.000 ( $p < 0.05$ ) and a t-count of 4.519, while the simple present tense shows a weaker effect with a significance value of 0.036 ( $p < 0.05$ ) and a t-count of 2.135. The coefficient of determination ( $R^2 = 0.258$ ) shows that together, these two factors contribute 25.8% to students' writing performance. Overall, vocabulary mastery is the dominant factor in helping students write procedure texts clearly, accurately, and effectively.

Based on the calculations above, the use of simple verbs 14.4% to improving student writing skills in procedural texts.

The Effect of Vocabulary Mastery (X2) on Students' Writing Skill in Procedure Text (Y).

Tested Hypothesis.

$$H0: \beta y2 = 0$$

$$H1: \beta y2 \neq 0$$

H0 : There is no Effect of Vocabulary Mastery on Students' Writing Procedure Text

H1 : There is an effect of Vocabulary Mastery on Students' Writing Procedure Text

Table 3 shows that vocabulary mastery significantly influences students' writing ability in procedural texts. This is evidenced by a Sig value = 0.000 < 0.05 and the 4.519. Vocabulary mastery variable contributes 26.6% to students' writing ability in procedural texts. The calculation can start with the following formula:

$$KD = \text{value of } \beta x2y \text{ the } x \text{ value of partial correlation } (rx2y) \times 100 \%$$

$$KD = 0,516 \times 0,16 \times 100 \% = 26,6 \%$$

The findings of the study indicate that vocabulary mastery has a significant effect on students' ability to write procedure texts, with a t-value of 4.519 and a significance value of Sig. = 0.000 < 0.05. Based on the Part value, the unique contribution of vocabulary mastery to the variance in students' writing ability reaches 26.6%. Meanwhile, simple present tense mastery also shows a significant effect, with a t-value of 2.135 and a significance value of Sig. = 0.036 < 0.05, contributing uniquely by 14.4%. Simultaneously, these two independent variables contribute 25.8% ( $KD = 0.258$ ) to students' writing ability in procedure texts.

Therefore, it can be concluded that vocabulary mastery is the more dominant factor in improving students' writing skills in procedure texts, although grammatical accuracy in the form of simple present tense mastery also plays an important role.

## CONCLUSIONS

The finding that both simple present verb mastery and vocabulary mastery have significant effects on students' writing skills in procedure texts. Vocabulary mastery provides the greatest contribution, with a significance value of 0.000 ( $p < 0.05$ ) and a contribution of 26.6%, making it the dominant predictor in improving writing performance. Meanwhile, simple present verb mastery also shows a significant effect, with a significance value of 0.036 ( $p < 0.05$ ) and a contribution of 14.4%. When combined, the two variables account for 25.8% of the variance in students' ability to write procedure texts. These findings demonstrate that vocabulary mastery is crucial for developing effective and accurate procedure texts, while mastery of the simple present tense also plays an important supporting role.

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