

The Effects of Simple Present Tense and Vocabulary Mastery on Students' Writing Descriptive Text (Survey at State Junior High Schools in East Jakarta)

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Abstract

The purpose of this study is to analyze and determine the influence of simple present tense and vocabulary mastery on students' descriptive text writing. The method used in this study is the survey method. By means of random sampling, the researcher determined the sample of this study as many as 84 students. Data collection with instruments: tests, data analysis with descriptive statistics such as finding the mean, median, mode, standard deviation, and predictive statistics, especially finding the correlation coefficient with the t-test. The researcher conducted direct tests on both classes for almost a month in addition to this research process. The study was conducted from March to May. The results show: 1) There is a significant influence of simple present tense mastery and collective understanding on students' descriptive text writing. This is indicated by acquisition Sig. = 0.000 < 0.05 and Fcount 81.589. Simple present tense mastery and understanding complete 66.8% of students' time in writing descriptive text. 2) There is a significant influence of simple present tense mastery on students' descriptive text writing. This is indicated by acquisition Sig. = 0.000 < 0.05 and tcount = 7.242. The contribution of simple present tense mastery to students' descriptive text writing is $0.058 \times 0.756 \times 100\% = 43.8\%$. 3) There is a significant influence of understanding mastery on students' descriptive text writing. This is indicated by acquisition Sig. = 0.000 < 0.05 and tcount 4.855. The contribution of mastery of understanding to writing recount texts of students is $0.058 \times 0.653 \times 100\% = 37.8\%$.

Keywords: simple present tense; vocabulary mastery; descriptive text.

Abstrak

Tujuan dari penelitian ini adalah untuk menganalisis dan mengetahui pengaruh penguasaan simple present tense dan kosakata pada penulisan teks deskriptif siswa. Metode yang digunakan dalam penelitian ini adalah metode survei. Dengan cara random sampling, peneliti menentukau sampel penelitian ini sebanyak 84 siswa. Pengumpulan data dengan instrumen: tes, analisis data dengan statistik deskriptif seperti mencari mean, median, modus, simpangan baku, dan statistik prediktif, khususnya mencari koefisien korelasi dengan uji t. Peneliti melakukan tes langsung pada kedua kelas selama hampir satu bulan selain proses penelitian ini. Penelitian dilaksanakan pada bulan Maret hingga Mei. Hasilnya menunjukkan: 1) Terdapat pengaruh signifikan penguasaan simple present tense dan kosakata secara kolektif terhadap penulisan teks deskriptif siswa. Hal ini ditunjukkan dengan akuisisi Sig. = 0,000 < 0,05 dan Fhitung 81.589. Penguasaan simple present tense dan kosakata menyumbang 66.8 % waktu siswa dalam menulis teks deskriptif. 2) Terdapat pengaruh yang signifikan penguasaan simple present tense terhadap penulisan teks deskriptif siswa. Hal ini ditunjukkan dengan akuisisi Sig. = 0.000 < 0.05 dan thitung = 7.242. Kontribusi penguasaan simple present tense terhadap menulis teks deskriptif siswa adalah $0.058 \times 0.756 \times 100\% = 43.8\%$. 3) Terdapat pengaruh yang signifikan penguasaan kosakata terhadap menulis teks

deskriptif siswa. Hal ini ditunjukkan dengan akuisisi Sig. = 0.000 < 0.05 dan thitung 4.855 Kontribusi penguasaan kosakata terhadap menulis teks recount siswa adalah $0.058 \times 0.653 \times 100\% = 37.8\%$.

Kata kunci: simple present tense; penguasaan kosakata; teks deskriptif.

INTRODUCTION

Human cannot be isolated from language. Demonstrated by its utilize for ordinary discussion, there is a part of dialect that permits one another to communicate and to convey intentions. According to Keraf (1997 in (Hafman, 2022, p. 1) language has certain capacities that are utilized based on a person's needs, to be specific as an apparatus to precise oneself, as a device to communicate, as an instrument to carry out social integration and adjustment in a specific environment or circumstance, and as a device to carry out social control. Also, the use of language functions as a structured system of shared rules that enables communication and the transfer of knowledge between individuals. It serves as a medium for conveying information, integrating insights from diverse sources, and categorizing them into concepts or names.

The use of language is regulated by the conventional rules that are commonly shared within it. Owon (2017, p. 60) mentioned that language is a form rather than a substance. As a system, language is both systematic and systemic. Being systematic means that language is structured according to particular rules rather than arranged randomly or arbitrarily. Meanwhile, being systemic implies that language is a unified system consisting of multiple subsystems, which distinguish it from other languages. These subsystems include phonology, morphology, syntax, and lexicon. Consequently, language is often regarded as both unique and universal. Its uniqueness lies in the distinctive characteristics that set it apart from other languages, while its universality refers to the common traits shared by all languages.

Language serves as a communication tool that individuals use in the daily lives to share information and express the arguments to others (Moats, 2020, p. 1). Language also functions as a means of acquiring knowledge, serving as a medium for transmitting information from one individual to another. It integrates knowledge obtained from various sources in different contexts and assigns it a concept or a name. Therefore, it is very vital and crucial as it is a way to help people to get knowledge and get connected each other meaningfully.

With the increasing interconnectivity and globalization worldwide, the need for fast and effective communication methods has grown significantly in today's modern era. It is undeniable that a common language is essential for facilitating business and trade among companies across different countries. As informatization and globalization continue to progress, it is evident that people from various regions predominantly communicate in a single globally recognized language—English (Rao, 2019, p. 66).

The difficulty of students' writing descriptive text, the low of simple present tense verbs and vocabulary mastery will be a problem which is examined in this study. The reason is due to the influence of students' mother tongue on their

acquisition of new language structures. Smith and Kellerman (2006:13 in Novarita, 2019, p. 439) refer to this phenomenon as cross-linguistic influence, describing it as "the interplay between earlier and later acquired languages." Additionally, the complexity of the simple present tense often confuses students, particularly junior high school students. They frequently struggle to identify the correct verb form in this tense. For example, they tend to write "He walk to school every day" instead of the correct form, "He walks to school every day." This mistake occurs because third-person singular subjects like "he," "she," and "it" require the addition of the suffix *-s* or *-es* to the verb. This issue suggests that Indonesian students do not recognize the distinction between singular and plural verb forms in English, as Indonesian grammar does not require verb changes based on number. In brief, the problems can be assumed similar to the English learning of the seventh-grade students of SMP Negeri 203 and SMP Negeri 103 Jakarta which leads to confusion of using the appropriate verb and pattern regarding simple present tense and the low understanding the meaning of vocabulary in the text.

From those reasons, English teacher should teach and explain repeatedly the simple present tense verbs and some vocabularies to students so that they are able to write descriptive text correctly. By teaching and explaining repeatedly, students will be easier to understand the simple present tense verbs and it will help them to improve their vocabulary mastery.

RESEARCH METHOD

In this study, the researcher used the quantitative method through survey correlational. This approach was chosen because quantitative research enables the researcher to collect numerical data from a relatively large sample, allowing for statistical analysis and generalization of findings. As Jones (2010, p. 35) elaborated quantitative method that "it may be used to collect relatively simple, or 'shallow' numerical data from a large sample, whereas qualitative methods may collect 'rich' data from a smaller sample." Furthermore, a survey correlational method was selected because it is effective for gathering standardized information from many participants in a short amount of time. As noted by Widodo (2021, p. 67) correlational research is aimed at "seeing or knowing the relationship between the influence of two or more variables". Using this method allows the researcher to obtain objective data that could be quantified to identify trends, patterns, and relationships relevant to the research objectives.

This study focuses on examining the combined effects of Simple Present Tense Verb and Vocabulary Mastery on Students' Writing Descriptive Texts. Accordingly, there are two independent variables and one dependent variable. Variable X1 represents Simple Present Tense Verb as the first independent variable; Variable X2 represents Vocabulary Mastery as the second independent variable. The accessible population refers to the portion of the target population that researchers can effectively manage. Its scope is narrower than that of the target population. In this study, the accessible population includes all seventh-

grade students from SMP Negeri 103 Jakarta and SMP Negeri 203 Jakarta in East Jakarta, registered in the 2024/2025 academic year, totalling 540 students.

Arikunto (2013, p. 172) stated that “The data source in research is the subject from which the data is obtained.” There are three types of data sources: (a) person, where the data source is an individual; (b) place, where the data source is a location; (c) paper, where the data source is in the form of symbols. In this research, the data source comprises the test score of VII-1 and VII-F class from the 2024/2025 academic year at SMP Negeri 103 Jakarta and SMP Negeri 203 Jakarta in East Jakarta. This research employs three tests: simple present tense verb, vocabulary mastery, and writing descriptive text. The simple present tense verb and vocabulary mastery aim to measure students’ comprehension of the areas, while the writing test evaluates the ability to compose descriptive texts. Prior to data collection, the researcher will ensure that students are prepared to participate. The sequence of test administration will begin with the simple present tense verb test, followed by the vocabulary test, and conclude with the writing test.

In this research, the simple present tense verb variable is assessed using a test, with its measurement analysed through the Pearson Product-Moment Correlation Formula (Safari, 2005, p. 35), which is seen below:

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

Explanation:

r_{xy} : The coefficient correlation

N : Number of respondents

X : Raw score of variable X

$\sum X$: Sum of scores in variable X

$\sum Y$: Sum of scores in variable Y

$\sum XY$: Sum of multiply result the original score from X and Y variables

$\sum X^2$: Sum of squared X scores

$\sum Y^2$: Sum of squared Y scores

Brown (2000, p. 386) mentioned that “a reliable test is consistent and dependable”. It means that a reliable test will stay to give unchangeable results in a few tests conducted to the same group of people. In other words, it refers to the consistency of a measurement. An instrument is considered highly reliable if it consistently produces stable results. To assess the reliability of the instrument used in this research, the Cronbach’s Alpha formula (Safari, 2005, p. 35) is applied, which is expressed as follows:

$$r_{11} = \left(\frac{k}{(k-1)} \right) \left(1 - \frac{\sum \sigma t^2}{\sigma^2} \right)$$

Explanation:

r_{ac} : Reliability coefficient of the instrument

k : Number of valid items

$\sum \sigma t^2$: Sum of the variances of individual items

σ^2 : Total Variance

RESULTS AND DISCUSSION

This research presented a statistical description of the results obtained from computations and tests carried out on a computer using the SPSS 22 application program, along with their analysis and interpretation, which were given in this chapter. Furthermore, this research was carried out at state junior high schools in East Jakarta, specifically at SMP Negeri 103 Jakarta and SMP Negeri 203 Jakarta during the 2024/2025 academic year, from March to June 2025. Three types of data were collected: a simple present tense verb test, a vocabulary mastery test, and students' descriptive text writing, involving a total of 84 students.

The Data of Simple Present Tense Verbs (X1)

Table 1 Statistics Simple Present Tense

N	Valid	84
	Missing	0
Mean		74.17
Median		74.50
Mode		74
Std. Deviation		11.945
Minimum		43
Maximum		97

Table 4.2 above shows the average results of simple present tense verbs of 74.17 students of State Junior High Schools in East Jakarta, including the “good” category. Based on the data presented in Table 4.2, the lowest score obtained is 43 and the highest is 97. The median score for students' simple present tense proficiency is 74.50, with a mode of 74 and a standard deviation of 11.945, which is approximately 16.10% of the mean score (74.17). These figures indicate a relatively low level of score dispersion among respondents, suggesting that the students' mastery of simple present tense is fairly homogeneous. Furthermore, the mean (74.17) and the median (74.50) are relatively close, indicating that the data distribution is fairly symmetrical and representative. The following histogram illustrates the frequency distribution of scores in the simple present tense test.

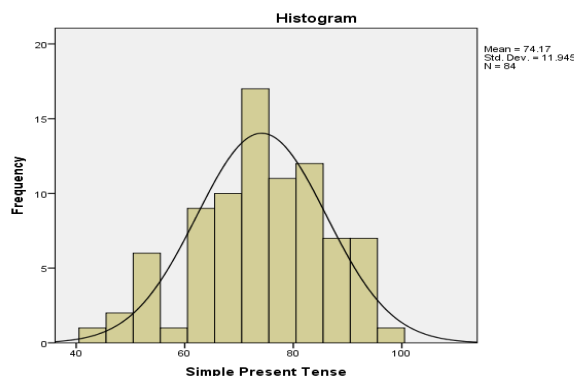


Figure 1 Histogram of Simple Present Tense Verbs

From the graph above, it can be concluded that the data is normally distributed. The polygon line is in the middle, not skewed to the right or left.

Figure 2 The Data of Vocabulary Mastery (X2)

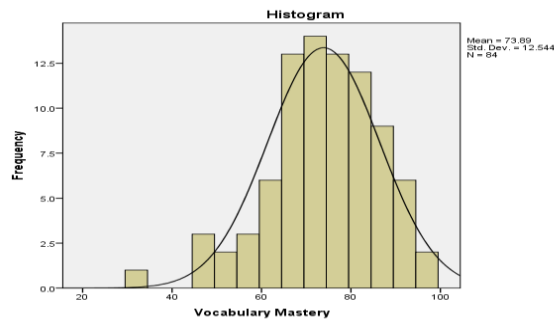


Table 2. Statistics Vocabulary Mastery

N	Valid	84
	Missing	0
Mean		73.89
Median		74.50
Mode		82
Std. Deviation		12.544
Minimum		32
Maximum		97

From the data above, it can be seen that the average score is 73.89, the median is 74.50, the mode is 82, the standard deviation is 12.544, the lowest score is 32, and the highest score is 97. Table 4.4 above shows the average results of vocabulary mastery of 73.89 students of State Junior High Schools in East Jakarta, including the “good” category. This is based on the opinion of Rahmawati et al. (2023, p. 91), namely the categories very good, good, sufficient, less, and very less as stated in the following table.

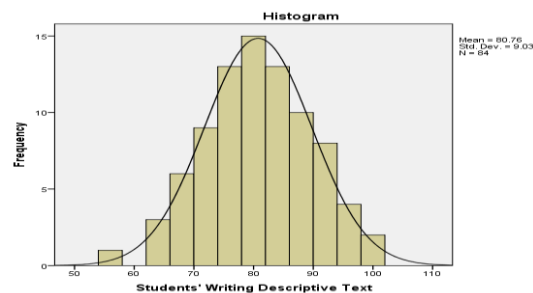


Figure 3 Histogram Polygon Chart Vocabulary Mastery

From the graph above it can be concluded that the data is normally distributed. The polygon line is in the middle, not skewed to the right or left.

The Data of Students' Writing Descriptive Text (Y)
 Table 3 Statistics Students' Writing Descriptive

N	Valid	84
	Missing	0
Mean		80.76
Median		80.00
Mode		80
Std. Deviation		9.030
Minimum		56
Maximum		100

From the data above, this can be seen that the highest score is 100 and the lowest score is 56. The average score of students' writing descriptive text ability is 80.76, the median distribution is 80.76, and the most frequently score in the data set (mode) is 80. The score of standard deviation is 9.030, which means equal to 11,18% from the average score. It shows that the disparity of students' writing descriptive text among the respondents is relatively low. So, it can be concluded that the ability in writing descriptive text of the respondents is homogenous.

Moreover, the average score and the median score—80.76 and 80.00, respectively—are relatively close, indicating that the data on students' ability in writing descriptive texts is representative of the group. Additionally, the upper-level performance exceeds the mean score, suggesting that more students achieved scores above the average than those who scored below it. The frequency histogram below illustrates the distribution of students' scores in writing descriptive texts.

Figure 4 Histogram of Students' Writing Descriptive Text

Based on the histogram above, it can be concluded that the distribution of the seventh-grade students' descriptive writing scores at State Junior High Schools in East Jakarta is relatively good, as the number of data points deviating from the normal curve is minimal or negligible.

Linearity Regression Line Relationship Between Variable X₁ and Y

The results of the linearity test between variable X₁ and variable Y are presented below and show the outcome of the regression line analysis for these two variables.

Tabel 4. Recapitulation of Linearity Test Results Regression Line Relationship
 Between Variable X₁ and Variable Y
 ANOVA Table

	Sum of Squares	df	Mean Square	F	Sig.
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Descriptive Text	Between (Combined)	5090.47628	181.803	5.963	.000
* Simple Present Tense	Groups Linearity	3869.0611	3869.0611	126.910	.000
	Deviation from Linearity	1221.41527	45.238	1.484	.107
	Within Groups	1676.76255	30.487		
	Total	6767.23883			

The Sig. value for Deviation from Linearity is 0.107, which exceeds 0.05, indicating that the relationship between variables X_1 and Y can be considered linear.

b. Linearity Regression Line Relationship Between Variable X_2 and Y

The results of the calculation of the linearity regression line test for the relationship between variable X_2 and Y can be seen below.

Tabel 5 Recapitulation of Linearity Test Results Regression Line Relationship Between Variable X_2 and Variable Y
ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
Descriptive Text	Between (Combined)	4354.97130		145.166	3.189	.000
* Vocabulary	Groups Linearity	3068.8851		3068.885	67.427	.000
Mastery	Deviation from Linearity	1286.08629		44.348	.974	.519
	Within Groups	2412.26753		45.514		
	Total	6767.23883				

The value of Sig. line Deviation from Linearity = 0.519 is greater than 0.05, as shown in the table above. In other words, the regression line representing the relationship between variables X_2 and Y is linear.

CONCLUSIONS

Simple present tense verbs and vocabulary mastery together have a significant impact on students' ability to write descriptive texts at state junior high schools in East Jakarta. This is demonstrated by a significance value of 0.000 ($p < 0.05$) and an F_{count} of 81.589. The combined contribution of these two variables to students' writing performance is 66.8%. According to standard statistical interpretation, if the significance value is less than 0.05, the effect is considered statistically significant—indicating that both X_1 (Simple Present Tense) and X_2 (Vocabulary Mastery) have a meaningful influence on Y (Students' Writing Descriptive Text)



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