THE CORRELATION OF SIMPLE PRESENT TENSE, CREATIVE THINKING, IN WRITING DESCRIPTIVE TEXT

Arrum Sari

Universitas Islam Syekh-Yusuf, Tangerang, Indonesia

Email: arrumsari98@gmail.com

ABSTRACT

The aim of this research is whether there is a correlation of simple present tense mastery, creative thinking and ability in writing descriptive text. The population of this study is eleventh grade students in SMAN 13 Kabupaten Tangerang. The writer used 77 students as a sample of this research which determined by using a sample random sampling. In this research, the researcher used quantitative descriptive method. There are three variables in this research, students' simple present tense mastery as first independent variable, creative thinking as second independent variables, and descriptive writing skill as dependent variable, the technique of collecting data was using tests and questionnaire. The findings of this research reveal that there is a significant correlation of simple present tense mastery, creative thinking and ability in writing descriptive text at SMAN 13 Kabupaten Tangerang 2020/2021. The result can be concluded that $F_{count} > F_{table}$ which there was a positive significant relation between simple present tense mastery, creative thinking and writing descriptive text at eleventh grade of SMAN 13 Kabupaten Tangerang.

Keywords: Creative Thinking, Descriptive text, Simple Present Tense Mastery, and Writing Skill

INTRODUCTION

One of the important skills in English is writing. Writing is an activity that uses creativity, idea, and also vocabulary. According to Huy (2015:53), writing is necessary skills in many aspect such as in a process of learning English, academic skill, and necessary skill which is used inside any career fields.

According to Curriculum (2013) as cited by Wedan, (2018:1), Writing achievement want to be achieve is students can produce descriptive text either in oral or written text by paying attention to social functions, text structures, and linguistic elements, correctly and appropriate to the context (Wedan, 2018:1).

Furthermore, students are expected to be able to process, think, and show in the concrete and abstract area related to the development of what they have learned in school independently, act effectively and creatively, and be able to use methods by scientific principles. According to Harmer (2004:86), writing is text creation process which is influenced by the constraints of genre. Moreover, the process of writing are including select,

combine, arrange and expand our concept to representative a text that we make as an information for a rhetorical purpose (Chambers, 2004:1). In writing, students need to have knowledge to write or produce some word, sentence, and paragraph.

Commonly, some students at SMAN 13 Kabupaten Tangerang do not like to write and there are also students who are proficient in writing. Usually, the students who do not like writing activity are those who confused about structure. In fact, that many people even the students actually know what they want to write in English but it is difficult for them to put it into good sentences.

The problems that make students got difficulties to write a paragraph in English are lack of vocabulary, grammar, and creative thinking how to write in a good structure. Structure and grammar are the basic sections of language which must be learnt by the students (Sudarmaji, et. al, 2020). Therefore, without grammar, it is hard for people to understand what people say or write because grammar makes a string of word that have complicated structure to understand. There are many rules in grammar that cannot be ignored. They are articles, part of speech, sentence pattern, tense, etc. Part of the grammar that is considered to be the most difficult to learn for Indonesian students is English tenses.

The others factor that also mentioned by the English teacher is the limited time of class activity makes the teacher still unsuccessful to improve students writing skill. The teacher only has 2 hours in a week to teach the students. It is not enough to improve students' writing skill. Writing is difficult, so it takes much time to develop this skill, and writing is a process not a product (Sudarmaji, 2019)(Oshima, 1998:3). In addition, Burke (1976:135) said writing is complex and difficult to master because of conceptual, judgmental elements, and definitely grammar and rhetorical devices.

In this research, the researcher used simple present tense as the example. According to Rahmat (2017:65), simple present tense is a tense that express about the fact or truth about an event, imperative or instruction sentence, and habitual activity. And the other writer said that simple present is an action repeatedly (Sears, 2017:171). Based on statement above, it can be summarize that simple present tense is a kind of tenses that use to tell the truth, habitual activity in general way. Usually simple present tense used in daily conversation, news, or kind another text.

The use of simple present tense often makes students confused with its complexity, especially for the tenth grade students of senior high school. They usually have some problems in finding out the verb form of simple present tense. They often write " She eat a plate of fried rice every day," instead of " She eats a plate of fried rice every day" . The third singular persons such as *he, she,* and *it* need suffix – s or es for the verb.

It indicates that Indonesian students do not consider that in English there are verbs formed in singular or plural. In Indonesian language, singular or plural forms do not affect the verb form.

The other factor that influences writing skill is students' creativity. Creative thinking is a process of thinking in order to create an idea, questions, and hypothesis, to attempt the other option by using students' imagination (Kampylis et al., 2014:6). According to Baer & Kaufman, (2012) Creativity is something original which born by the creator's mind.

Creativity is used in many aspects of life but for students' writing skill, creativity is used to make a good text. A good text is a text that has a new idea, good plot of story, coherence and, cohesive between one and other paragraphs.

Students need creative thinking in the process of writing. Creative thinking is also needed in a way to solve a problem that they will face with complicated problems in this era. Creative thinking is an original cognitive ability that someone have used their intelligence to make a unique product as the way to solve the problems (Potur & Barkul, 2009:45)

Fluency refers to the number of different ideas one can produces, flexibility refers to the variety among the ideas one produces, originality refers to how unusual are the ideas one produces, and elaboration refers to richness of detail in the ideas one produces.

Those are two factors of writing that students faced in order to write a text. Simple present tense and creative thinking mastery are very important to improve students' writing skill. Based on the explanation above, the objective of the research is to know whether or not: there is a significant correlation between simple present tense and writing descriptive text at eleventh grade in SMAN 13 Kabupaten Tangerang, there is a significant correlation between creative thinking and writing descriptive text at eleventh grade in SMAN 13 Kabupaten Tangerang, there is a simultaneously significant correlation of simple present tense mastery, creative thinking, and writing descriptive text at eleventh grade in SMAN 13 Kabupaten Tangerang.

METHOD

This research has been conducted at SMAN 13 Kab. Tangerang in academic year 2020/2021, which is located on Jl. Raya Rajeg KM. 03, Sindang Panon, Kec. Sindang Jaya, Tangerang, Banten. The writer conducted the research in this school because the writer found the current problem that faced by the students' when the writer did observation and asked the teacher. This study is used a principal of quantitative descriptive method. The writer conducted a quantitative research with the three variables. The design of this research used correlation research because this research intends to know the relationship of simple present tense mastery, creative

thinking, and ability in writing descriptive text. According to Fraenkel et al., (2012:331), correlation research is an investigate study about the possibility of relationships between two or more than two variables.

Moreover, correlation research is a research that the writer do in order to know the relationship between two or more variables, without any improvisation or manipulating of the data (Arikunto, 2010:4). The description of method quantitative in the correlation design as follow;

Figures 3.1

Research Design
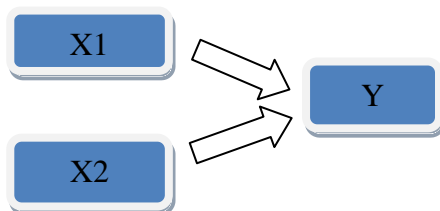
X1 = Simple Present Tense
X2 = Creative Thinking
Y = Writing Skill

In this research, the writer took the eleventh grade students of SMAN 13 Kabupaten Tangerang in academic year 2020/2021 as population. The number of population is 324 divided into nine classes. Population is a huge group which one that can be a place to apply the result (Fraenkel et al., 2012:92).

There are 77 samples used in this research. The researcher used simple random sampling, because there are many of students in grade eleventh of SMAN 13 Kabupaten Tangerang and the population is homogeneity. To conduct a research, the writer needs subject to get information to make a result of the research successfully. The writer used questioner and two test methods to analyze the data collected.

According to Arikunto (2014:193), test is a questions or tool in order to know or measure the skill, knowledge, or ability of people. The test usually uses to know the ability of students after process of learning. The use of test is to know the ability of students' mastery and writing skills. This research uses two kinds of test. First are multiple choices to know the students' mastery on simple present tense. Second, essay to know the students' writing ability in descriptive text. The multiple choices consists 20 items. The essay is including three kinds of descriptive that students can choose.

According to Arikunto (2014:194), questionnaire is a set of written question that used for get the information from the object research. The questionnaire should ask the questions to the relevant object. Meanwhile, Siregar (2013), state questionnaire is a technique to collect the information that allows the writer to learn about the attitudes, beliefs, behaviors, and the characteristic of the object.

The use of questionnaire is to measure the creative thinking. The writer will use direct questionnaire it means that the respondent responds the questionnaire directly. This research questionnaire consist 20 items. The score ranges from 5 to 1 and each other means; one means that " I never do this, two means that I almost never do this, three means that " I rarely or seldom do this, four means that I often do this, five means that " I always do this. The researcher used *Skala Likert*, it means the researcher got the respond from all of the samples by asking them questions.

There are two statistical hypothesis of this research. First, Partial Hypotheses

a. Simple Present Tense

Ho : $p = 0 \twoheadrightarrow$ There is no positive significant correlation between simple present tense mastery and ability in writing descriptive text at eleventh grade of SMAN 13 Kabupaten Tangerang.

Ha : $p \neq 0 \twoheadrightarrow$ There is positive significant correlation between simple present tense mastery and ability in writing descriptive text at eleventh grade of SMAN 13 Kabupaten Tangerang.

b. Creative Thinking

Ho : $p = 0 \twoheadrightarrow$ There is no positive significant correlation between creative thinking and writing descriptive text at tenth grade of SMAN 13 Kabupaten Tangerang.

Ha : $p \neq 0 \twoheadrightarrow$ There is positive significant correlation between creative thinking and writing descriptive text at tenth grade of SMAN 13 Kabupaten Tangerang.

FINDING AND DISCUSSION

The writer made some questions that related to the syllabus, the writer asked some professionals' judgment to make sure that the instrument is valid and reliable. For the questionnaire and multiple choice test the writer used SPSS to make sure the instruments validity and reliability.

Moreover, the writer got the data from the instruments that given to the students. The writer used 2 weeks to give the instruments. In the first meeting, the writer is given multiple choice and questionnaire and second meetings the writing test is given to the students, and then rated by using scoring rubric of writing. All of the instrument is given by using Google form that shared to the class group of WhatsApp.

The result of the test would be processed by using statistical version 22 to calculation in interpreting the data. In analyzing the data, the writer used the real score of the students. The writer obtain present the maximal score, minimum score, the mean score, the standard deviation, and variance score. The data as follows:

Table 4.1 Result of the Data Descriptive Statistics

	X1	X2	Y
N	77	77	77
Mean	53.21	50.73	69.96
Std. Dev	20.456	10.079	13.227
Min	20	23	41
Max	93	70	96
Sum	4097	3906	5387
Var	418.43	101.596	174.959

Based on the table above, it shows that the higher score of students' simple present tense that was found the higher score is 93 and the lowest score is 20 with the average 20.456. For students' creative thinking the higher score in score 70 and the lowest score was 23 with the average 10.079. For the writing skill the highest score was 96 and the lowest score was 0 with the average 13.227.

There are two kind of research hypothesis. First, test of partial used to know the significant or not each coefficient of regression value (X_1 and X_2) by individual. To test the of partial uses t-test to know the independent variables have relation between dependent variable by partial. If the $t_{count} > t_{table}$ it means the data has significant correlation.

The result of variable simple present tense t_{count} is 2.872, it means $t_{count} > t_{table}$ (2.872 > 1.992) and significant value 0,005 < 0.05 from the variable simple present is correlate with variable writing skill or Ho rejected and Ha accepted.

The result of creative thinking t_{count} is 1.170 it means $t_{count} < t_{table}$ (1.170 <1.992) from the variable creative thinking there is no significant correlation between creative thinking and writing skill or Ho accepted and Ha rejected.

Second, test of simultaneous used to know between independent variable as simultaneous has relationship toward dependent variables. It can be count using F test. If the result of test of F_{count} is higher than F_{table} which hypothesis alternative accepted it means independent variables as simultaneously have significant correlation toward dependent variables.

The result of showed F_{count} is 5.974 with the value of significant 0.005. The result of F_{count} is higher than the F_{table} with level of significant 5% (n= 77, n-k-l) (df=77-2-1= 74) t_{table} 3.12 at the table of appendix. F_{count} higher than 3.12 (5.794 > F_{table} 3.12). It means that Ha accepted and Ho rejected. The result can be concluded that $F_{count} > F_{table}$ which there is significant relation between simple present tense, creative thinking and ability in writing descriptive text at eleventh

grade of SMAN 13 Kabupaten Tangerang.

CONCLUSION

Based on formulation of the problem, it can be concluded that: there is positive significant correlation between simple present tense and ability in writing descriptive text at the eleventh grade students of SMAN 13 Kabupaten Tangerang in academic year 2020/2021.

There is no correlation between creative thinking and ability in writing descriptive text at the eleventh grade students of SMAN 13 Kabupaten Tangerang in academic year 2020/2021.

There is a simultaneously significant correlation of simple present tense mastery, creative thinking, and writing descriptive text at the eleventh grade students of SMAN 13 Kabupaten Tangerang in academic year 2020/2021.

.

REFERENCE

Arikunto, S. (2010). *PROSEDUR PENELITIAN SUATU PENDEKATAN PRAKTIK* (edisi revi). https://doi.org/10.1145/2505515.2507827

Arikunto, S. (2014). PROSEDUR PENELITIAN SUATU PENDEKATAN PRAKTIK. In *prosedur penelitian suatu pendeketan praktik* (EDISI REVI, p. 193). https://doi.org/10.1145/2505515.2507827

Baer, J., & Kaufman, J. C. (2012). Being creative inside and outside the classroom: How to boost your students' creativity - and your own. In *Being Creative Inside and Outside the Classroom: How to Boost Your Students' Creativity - And Your Own*. https://doi.org/10.1007/978-94-6091-840-7

Burke, E. V. (1976). Writing English Language Tests. *RELC Journal*, Vol. 7, p. 135. https://doi.org/10.1177/003368827600700219

Chambers, S. (2004). Express yourself. In *Drug Discovery Today* (Vol. 9). https://doi.org/10.1016/S1359-6446(04)03085-5

Fraenkel, J. R., Wallen, E. N., & Hyun, H. H. (2012). *HOW TO DESIGN AND EVALUATE RESEARCH IN EDUCATION*. New York: PT. Rineka Cipta.

Harmer, J. (2004). *How to teach writing*. England: Pearson Education Ltd.

Huy, N. T. (2015). Problems Affecting Learning Writing Skill of Grade 11 at Thong Linh High School. *Asian Journal of Educaitonal Research*, *3*(2), 53–69.

Kampylis, Panagiotis; Berki, E. (2014). Nurturing creative thinking EDUCATIONAL PRACTICES SERIES – 25. *International Academy of Education*.

Oshima, A. A. H. (1998). *Third Edition Academic English*.

Potur, A., & Barkul, O. (2009). Gender and creative thinking in education : A

theoretical and experimental overview. *ITU AZ*, *6*, 45.

Rahmat, E. (2017). The book of English Structure from A to Z. In A. Susanto (Ed.), *The book of English Structure from A to Z* (1st editio, pp. 65–70). https://doi.org/10.1145/2505515.2507827

Sears, K. (2017). Grammar 101. In S. Thurman (Ed.), *Grammar 101* (1st hardco, pp. 170–172). New York: Adams Media.

Siregar, S. (2015). Statistik Parametrik untuk penelitian Kuantitatif. In F. Hutari (Ed.), *Statistik Parametrik untuk Penelitian Kuantitatif* (Vol. 6, p. 152). Jakarta: PT. Bumi Aksara.

Sudarmaji, I. (2019). *Social Setting and Message in Maher Zain's Selected Song*. *28*(1), 24–38. https://doi.org/10.33592/jipis.v28i1.174

Sudarmaji, I., Mulyana, A., & Karsiyah, K. (2020). Applying Digital Storytelling To Improve Indonesian High School Students� Visual Memory and Writing Skill. *English Review: Journal of English Education*, *8*(2), 91. https://doi.org/10.25134/erjee.v8i2.2987

Wedan, M. (2018). DOWNLOAD RPP SILABUS K13 SMA VERSI KEMENDIKBUD.