CHAPTER I
INTRODUCTION

A. Research Background

Language and communication tools are interrelated. According to Fauzan, language is the most essential communication instrument used by people in many activities.[1] In addition, language can also be said as a means of communication in the format of symbols of sound produced by speech tools between members of a community.[2] Reached from the describtion above, it can be presumed that language plays in essential part in conveying all information in human life. Without language, humans cannot convey any information or ideas to others. For example, using language to express ourselves, show our point of view, explain our understanding of something, show the origin of our nation and country, our education level, even our character.

In Malaysia, Singapore and Hong Kong, English is broadly spoken as a second language.[3] The position of English in those countries is not the same as in Indonesia. English is a foreign language, not a second language. English is spoken in some fields such as in education, foreign office, foreign companies, etc.[4] When it is devoted to the context of education, it implies that learning and teaching English generally happens in schools or other places of English learning, not in everyday communication.[5]

Indonesia has contributed quite well to improve the communicative ability of English which is taught as a foreign language. This was supported by the implementation of the 2013 curriculum in English learning. This Curriculum applies the

---

[1] Umar Fauzan, et al., *Writing Error Analysis in Exposition Text of the EFL Junior High School Student,* Indonesian Journal of EFL and Linguistics Volume 5 Number. 2 (2020): 518.

[2] Siti Rabi'ah, *Language as a Tool for Communication and Cultural Reality Disclosure*, 1st International Conference on Media, Communication, and Culture (2018): 5, accessed on January 30th , 2022, https://orcid.org/0000-0002-1690-0025.

[3] Urip Sulistiyo, *Learning English as a Foreign Language in an Indonesian University: A Study of Non-English Department Students' Preferred Activities Inside and Outside the Classroom*, IJET Volume. 5, Issue 1, July (2016): 4.

[4] Devi Angga Gunantar, *The Impact of English As An International Language On English Language Teaching In Indonesia,* Language Circle: Journal lof Language and Literature X/1, April (2016): 143, accessed on February 18th , 2022, http://journal.unnes.ac.id.

[5] Urip Sulistiyo, *Learning English...,* 4.

definition of competence, which is a combination of the dimensions of knowledge, attitude, and skill. The learning process in the 2013 Curriculum runs naturally, like any learning process in everyday life. In other words, the learning process is not always centered on the teacher, but in the teacher explanations, practice questions in class, practice questions for homework. Therefore, the 2013 curriculum affirm the modern pedagogic aspect in learning by employing a scientific approach, which contains observing, questioning, experimenting, associating, and communicating.[6]

In learning English, the students must master English skills. These skills are listening, reading, speaking, and writing. Moreover the four skills are assembled into two categories, they are receptive and productive skills. Receptive skills are skills that require learners to understand the meaning of the discourse they see or hear from text or audio. Examples of receptive skills are listening and reading. Furthermore, productive skills are skills that require students to create products in oral or written form from the results of their thoughts about something. Examples of productive skills are writing and speaking.[7]

Regarding those English skills, writing is one of the most challenging abilities. According to Richard and Renandya, writing is the most difficult ability that must be mastered by second language learners, such as English. Second language learners will find it difficult to generate ideas, organize ideas, and translate ideas into writing.[8] In addition, Nunan states that writing is a mental and physical act. Writing is called a mental work because it consists of finding, expressing and organizing the ideas and thoughts to be clear explanations and paragraphs. In other words, writing is called a physical action because it consists of pouring out words or ideas.[9] As an emphasis that writing is important skill, Allah SWT said in *QS. Al-'alaq* 1-5:

---

[6] Intan Siti Nugraha and Didi Suherdi, *Scientific Approach: An English Learning-Teaching (ELT) Approach in the 2013 Curriculum, Journal of English and Education,* Volume 5 Number 2, October (2017): 2, accessed on February 19th, 2022, http://ejournal.upi.edu/index.php/L-E/article/view/9941.

[7] David Nunan, *Practical English Language Teaching Series,* (New York: McGraw-Hill Higher Education, 2003), 24.

[8] Willy A Renandya and Jack C Richards, *Methodology in Language Teaching: An Anthology of Current Practice,* (New York: Cambridge University Press, 2002), 303.

[9] David Nunan, *Practical English Language...,* 88.

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ(١) خَلَقَ الْإِنسَانَ مِنْ عَلَقٍ(٢) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ(٣) الَّذِي عَلَّمَ بِالْقَلَمِ(٤) عَلَّمَ الْإِنسَانَ مَا لَمْ يَعْلَمْ(٥)

Meaning*: "Read in the name of your Sustainer, who has created (1); Created man, out of a (mere) clot of congealed blood (2); Proclaim! And thyLord is Most Bountiful (3); He Who taught (the use of) the Pen (4); Taught man that which he knew not (5)".*

The Quran verses above shows the important of reading and writing. Specifically, an explanation of the importance of writing lies in the fourth verse. The verse states that Allah teaches the ability to write to humans by intermediary *qalam* (pen). Having the ability to write is a great blessing from Allah. With spoken language, humans can communicate with each other, but if there is no writing activity, then knowledge can disappear because there is no trace that can be left.[10]

In this era, communicative competence of English teaching often considered to refer to oral skills only. While, in fact, communicative competence includes all four skills of language, especially writing. There are even students who consider that writing activity is important, but also they consider that writing tasks is boring. The assumption can be caused by several reasons. For the first, the purpose or design of writing activities in student textbooks is unrealistic or inauthentic. The second, the students have difficulty in generating and organize ideas. The third, the students do not have enough time to complete the writing task.[11]

In addition to the four skills discussed above, there are also English components that must be understood by English learners. These components are grammar, vocabulary, and pronunciation. Grammar is the English component which is the focus of this research. According to Liza, Grammar is a set of rules consisting of sounds and words or sentence formations that are used orally and written.[12] Therefore, students will be able to know how to make

---

[10] Risman Bustamam, *Tulis-Menulis (Kitabah) sebagai Pilar Keilmuan Perspektif Al-Quran: Pendekatan Tafsir Tematik, Hermeneutik, Dan Linguistik*, Batusangkar International Conference I, 15-16 October (2016): 607.

[11] Anabela R Alves, *Process Writing: Module 5 Assignment,* (The University of Birmingham, 2008), 4.

[12] Khaira Liza, *Improving Students' Grammatical Competence by Using Cyclic Pre-Communicative and Communicative Activities,* (Thesis, Yogyakarta State University, 2020), 12.

correct sentences after they know and understand the language grammar. Students' mastering of grammar is important in learning English. Many students assume that grammar is a component of English that is difficult to learn. This is due to the guidelines of English, which are different from Indonesian. That is, the guidelines of their mother tongue still influence the students in applying English.

One of the most complicated parts of grammar to learn is tenses. There are sixteen tenses in English, they are simple present tense, present continuous tense, present perfect tense, present perfect continuous tense, simple past tense, past perfect tense, past perfect continuous tense, simple future tense, future continuous tense, future perfect tense, future perfect continuous tense, simple past future tense, past future continuous tense, past future perfect tense, past future perfect continuous tense. Of these sixteen tenses, the simple present is the basic tense in learning English. The simple present tense is used to show an event that occurs in the present, events that are repeated, events that are included in daily habits, events that do not depend on time and to show facts or truth.[13] We can find this tense in several genre texts, the example is analytical exposition text.

Centered on the 2013 curriculum, the eleventh-grade students are required to learn genre texts, including analytical exposition text. The text contains information supplemented by evidence, facts, and statistics about a topic. According to Zuana, Analytical exposition text is genre text that draws a problem from one perspective. The purpose of this text is to convince the reader. The generic structure that needs to be considered includes thesis, argument, and reiteration or conlusion. Thesis paragraph contains the topic to be discussed. Then, the argument paragraph contains evidence and opinions on a topic to convince the reader. In this section, the writer expands and reinforces each argument. The last is a reiteration or conclusion paragraph. This paragraph contains a brief and clear restatement of their point of view.[14] It can be presumed that analytical exposition text is a text that is quite crucial for students to learn. It is because they must attempt to provide real information and more knowledge to assure the reader or audience that the idea is

---

[13] Betty S Azar, *Understanding and Using English Grammar: Second Edition*, (New Jersey: Tina B. Carver, 1989), 11.

[14] Muhammad M M Zuana, *An Analysis of Students' Writing Compositions of Analytical Exposition Text,* JETAL: Journal of English Teaching & Applied Linguistics, Volume 01, Number 02, (2020): 60.

critical. Therefore, in compiling an analytical exposition text, the students should have the ability to write some good and structured arguments.

Based on an interview with Mrs. Laili Ni'amah. She is an 11th grade English teacher at MA Darul Ulum Purwogondo. She said about the students' ability in learning English. The researcher got information that the students still have difficulty understanding tenses, especially the simple present tense. Whereas the simple present tense has been taught since in the junior high school level. The formula for compiling sentences in the simple present tense is quite simple when compared to other tense formulas. Simple present tense is widely used in various genre texts. The genre text that was being studied by the eleventh grade students in the second semester was analytical exposition text. So that in writing learning, the students must be able to master the simple present tense first.[15]

From the explanation above, the simple present is a tense used in writing of analytical exposition texts. For that reason, the researcher is curious in conducting a research entitled, "Correlational Study between Students' Mastery in Using Simple Present Tense and their Ability in Writing of Analytical Exposition Text at MA Darul Ulum Purwogondo".

B. Research Question

Based on the study's background above, the researcher formulated the problems as follows: Is there any significant correlation between students' mastery in using simple present tense and their ability in writing of analytical exposition text at MA Darul Ulum Purwogondo?

C. Research Objective

By the formulation of the problems above, the researcher formulated the objectives as follows: To know whether there is any significant correlation between students' mastery in using simple present tense and their ability in writing of analytical exposition text at MA Darul Ulum Purwogondo.

D. Research Significances

The researcher hopes can provide many benefits and contributions to learning English through this research. Especially for

---

[15] Laili Ni'amah, interview by the researcher, MA Darul Ulum Purwogondo, November 10, 2021.

many parties, such as English learners, English teachers, and other researchers.

1. English Learners

This research is expected to increase students' awareness of the importance of mastering the simple present tense in the ability to write analytical exposition texts. Furthermore, they will be more interested and active in learning this material. Thus, they can improve their understanding and mastery of simple present tense and analytical exposition texts.

2. English Teachers

This research is expected to increase the awareness of English teachers regarding the importance of mastering the simple present tense in the ability to write analytical exposition texts. Furthermore, the teachers can find out the abilities of their students and anticipate students who fail by doing maximum learning.

3. Other Researchers

This research is expected to be a recommedation or consideration for research in the same field. Furthermore, other researchers can observe the context of this study from a different perspective to upgrade the quality of learning English.

E. Organization of Thesis

1. The Complementary Pages

This segment consists of cover/title page, approval page, statement of work's originality/declaration, abstract, abstrak, motto, acknowledgements, preface, table of contents list of tables, and list of appendices.

2. The Body Pages

This segment consists of a run-down of some chapters which are interrelated. The description of each chapter is as follows:

Chapter I introduction. This chapter consists of research background, research question, research objective, research significances, and organization of thesis.

Chapter II review of related literature. This chapter consists of theoretical description, theoretical framework, review of previous study, and hypothesis.

Chapter III research methodology. This chapter consists of research design, research variables, operational definition of variables, population and sample, data collecting technique, instrument of the research, and data analysis techniques.

6

Chapter IV research findings and discussion. In this chapter, there are two major points, they are research results and discussion.

Chapter V conclusions, implications, and recommendations. This chapter presents the conclusions and implications derived from the discussion. It also contains recommendations for the English learners, English teacher, and future researchers.

3. The Closing Page

This is the last segment which consists of references, appendices, and curriculum vitae of the researcher.