

## **THE CORRELATION BETWEEN MASTERING SIMPLE PRESENT TENSE AND THE STUDENTS' ABILITY TO BUILD UP ADVERTISEMENT TEXT AT MAS NURUL HAKIM**

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### **Abstrak**

Tujuan dari penelitian ini adalah untuk mengetahui hubungan yang signifikan antara penguasaan simple present tense dan kemampuan siswa dalam membuat teks iklan. Penelitian ini dilakukan pada siswa tahun pertama di MAS Nurul Hakim Tembung (2016). Populasi dari penelitian ini adalah 46 siswa. Dalam pengumpulan data, peneliti menggunakan data yang di analisis menggunakan hubungan produk momen. Setelah menganalisa data, penulis menemukan bahwa terdapat sebuah hubungan signifikan antara penguasaan simple present tense dan kemampuan siswa dalam membuat teks iklan. Diketahui bahwa  $\sum x = (3477)$ ,  $\sum y = (2930)$ ,  $\sum x^2 = (280497)$ ,  $\sum y^2 = (202000)$ ,  $\sum xy = (226460)$ , hubungan antar koefisien adalah  $(0,3026)$ . Ketika  $r_t (0,294)$  pada  $\alpha = 0,05$ . ini berarti  $r_o > r_t (0,3026 > 0,294)$ . Jadi, hipotesis yang dikemukakan diterima.

Kata kunci : penguasaan simple present tense, pembuatan teks iklan

### **Abstract**

The aim of this study is to know the significant correlation between mastering simple present tense and the students' ability to build up advertisement text. This study was conducted on the first year students of MAS Nurul Hakim Tembung (2016). The population of this study was 46 students. In collecting data, I used test. The data was analyzed by product moment correlation. After analyzing the data, the writer finds that there is a significant correlation between mastering simple present tense and the students' ability to build up advertisement text. It is known  $\sum x = (3477)$ ,  $\sum y = (2930)$ ,  $\sum x^2 = (280497)$ ,  $\sum y^2 = (202000)$ ,  $\sum xy = (226460)$ , the coefficient correlation is  $(0,3026)$ . While  $r_t (0,294)$  at  $\alpha = 0,05$ . It means  $r_o > r_t (0,3026 > 0,294)$ . So, the hypothesis is accepted.

Key Words: Mastering Simple Present Tense, to Build Up Advertisement Text.

## **I. Introduction**

Writing is the expression of language in the form of letters, symbols, or words. The primary purpose of writing is communication. People have used many tools for writing including paint, pencils, pens, typewriters, and computers (Dewi: 2013) The writing can be formed on the wall of a cave, a piece of paper like advertisement text, or a computer screen.

The text is a reading selection that contains the model structures upon which the chapter is based. There is a variety of styles and registers of English. Some of the texts are descriptions; some are narratives; some are newspaper articles; some are dialogs; and some are letters.

Advertisements (or ads, for short) are a form of persuasion-writing or speaking that attempts to convince others to accept a position or to take an action. Ads, it seems, are

everywhere today. An advertisement tries to persuade an audience to buy a product or service, accept an idea, or support a cause or candidate. Most advertisements have

- An attention-getting opener, such as a startling headline, catchy slogan, or surprising statistic.
- A memorable ending or tag line.
- Persuasive and/or informative text.
- Striking visual or aural images.

Regardless of the language, writing has many rules including grammar, spelling, and punctuation. There are sixteen tenses in English, one of them is simple present tense. In this research, I also discuss about simple present tense.

Simple present tense is expressing activities of everyday or habitual. Ideally, if the students master simple present tense so their ability in building up advertisement text is good. But based on my observation, I found most of the students at MAS Nurul Hakim still make mistakes when they were asked to make advertisement text. For the example, they still confused to making advertisement text, because they have minim vocabularies, so they can't make advertisement text well. Based on the background, the writer interested to make a research with the title "The Correlation Between Mastering Simple Present Tense And the Students' Ability To Build Up Advertisement Text At MAS Nurul Hakim".

## **II. Theoretical Framework**

### **A.1. Simple Present Tense**

#### **A.1.1. Definition of Simple Present Tense**

Tenses are forms of the verb group stating the timing of certain actions that represented the group verbs (Arista : 2013). There are sixteen of tenses. One of them is simple present tense. The simple present tense is the grammatical tense expressing actions taking place in the present or future (Fithriani: 2010). The simple present says that something was true in the past, is true in the present, and will be true in the future. It expresses general statements of fact and general truths (Hagen : 2009).

#### **A.1.2. The Function of Simple Present tense**

The simple present tense: (Fithriani: 2010)

- a. To express habits.
  - I don't eat seafood.

- She speaks English and French.
- Most students at my school go to school by bus.
- b. To express repeated actions.
  - My father often falls asleep while watching television.
  - The teacher always gives up homework at weekends.
  - It rains everyday in December.
- c. To express general truths.
  - The sun rises in the East and sets in the West.
  - Medan is the capital of North Sumatra.
  - Water boils at 100 Celsius Degrees.
- d. To give instructions or directions.
  - Boil the noodle for about 5 minutes and stir well.
  - Walk forward on this road and turn left at the first crossroad.
  - If you want to go to IAIN, you take the No. 121 bus.
- e. To express fixed arrangements and scheduled events.
  - The train leaves tomorrow morning.
  - I have a Biology exam next Monday at 8 a.m.
  - The restaurant closes at 22.30 tonight.
- f. To express future time (after some conjunctions).
  - The secretary will let you know when the boss comes.
  - After she washes all the dishes, she will call you.
  - The light will automatically be off as the door closes

### **A.1.3 The Formulation of Simple Present Tense**

In the affirmative the simple present has the same form as the infinitive but adds an s for the third person singular (Martinet: 1966).

Affirmative/ Negative/ Interrogative/ Negative/ Interrogative

I work I do not work, Do I work? Do I not work?

You work You do not work Do you work? Do you not work?

He/she/it works He/she/it does not work Does she/he/it work? Does she/he/it not work?

We work We do not work Do we work? Do we not work?

They work They do not work Do they work? Do they not work?

## **A.2. Ability**

### **A.2.1. Definition of Ability**

Ability is “the quality or state of being able; power to perform, whether physical, moral, intellectual, conventional, or legal; capacity; skill or competence in doing; sufficiency of strength, skill, resources, etc.; -- in the plural, faculty, talent”( Quote : 2012 ). And then, Ability is a natural English or a chaired skill or talent (ability adalah kemampuan berbahasa Inggris alami atau serangkaian keahlian atau bakat) ( Soemanto : 1983). Besides that, Robert N Singer says that ability is thought to be something that is generally and enduring or other qualities that are needed in order to do something ( Robert: 1980). From the definition above, the writer can conclude that ability is the quality or power of someone to do something, and we needed ability when we will do everything else.

According to Sarwito Wirawan Sarwono, the ability can be divided into two parts:

#### **1. General Ability**

It is basic specific ability. Example : two people who have ability in mathematics and the other is physic. These things depend on motivation, experience, had a change. (ini adalah kemampuan khusus yang lebih mendasar. Contohnya: dua orang yang mempunyai kemampuan dalam bidang matematika dan lainnya adalah ilmu alam. Semua ini tergantung pada motivasi, pengalaman, dapat merubah).

#### **2. Specific Ability**

It is in the real thing, such as: mathematics, business, administration, group, and to make a rule in many activities (dalam ilmu pasti, seperti: matematika, bisnis, administrasi, kelompok, dan membuat peraturan di kegiatan lain) (Sarwono: 1974). From the definition above, the writer can conclude that ability is the capability or the quality of someone to do something, and then, everyone have a different quality and ability although they have the same parents depend on motivation, experience, had a change.

## **A.3. Writing**

### **A.3.1. The Definition of Writing**

Writing is one of basic language skills. Writing is one way of making meaning from experience for ourselves and for others. So, writing serves as the most available and the most compelling way because the outcome, visible language, is a satisfyingly of thought and feelings (Lauer: 1981).

Writing is a process of creating, organizing, writing and polishing. In the first step of the process, you create ideas, in the second step, you organize the ideas. In the third step, you write rough draft, in the final step, you polish your rough draft by editing and making revision (Hague: 1991).

Writing makes learners possible to create imagined worlds of their own design. Writing as one of four language skills is considered as a difficult skill because the writer should make some aspects in writing such as content, organization, purpose , vocabulary, punctuation , and spelling in a balance way.

### **A.3.2. Process of Writing**

The process of writing occurs in several stages ( Carol : 2001 )

- a. Prewriting: include exploring topics, choosing a topic, and beginning to gather and organize details before write.
- b. Drafting: involves getting ideas down on paper in taught the format that intend for the finished work.
- c. Revising: is the stage in which rework the first the first draft to improve its content and structure.
- d. Editing and proofreading: involve correcting errors in grammar, spelling and mechanics.
- e. Publishing and presenting: are sharing the work with others.

### **A.3.3. Types of Writing**

Types of writing relate to genre. Hartoyo said that genre is conventionalized form of speaking and writing which associated with particular communication events (Hartoyo: 2008)

Gerot and Wignell divided genre into some kinds (Wignell: 1994). They are:

1. Spoof/recount is to retell an event with a humorous twist.
2. Recount is to retell an event for the purpose of informing or entertaining.
3. Report is to describe that the way things are: with reference to arrange of natural, man-made and social phenomena in our environment.
4. Analytical Exposition is to persuade the readers/listeners that something is the case.
5. News Item is to inform readers, listeners, viewers about events of the day which are considered newsworthy or important.

6. Anecdote is to share an account of an unusual or amusing incident.
7. Narrative is to amuse, entertain and to deal with actual or vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or turning point of some kind which in turn finds a resolution.
8. Procedure is to describe how something is accomplished through a sequence of actions or steps.
9. Description is to describe a particular person, place or thing.
10. Hortatory Exposition is to persuade the readers or listeners that something should or should not be the case.
11. Explanation is to explain the process involved in the formation of workings of natural socio cultural phenomena.
12. Discussion is to present (at least) two points of view about an issue.
13. Review is to critique an art work or event for a public audience. Such works of art include movies, TV shows, books, plays, operas, recordings, exhibition, concerts and ballets.
14. Spoof/Explanation is to explain the process involves in the formation (evaluation) of a socio cultural phenomenon (Teddy Bears), as though a natural phenomenon.

#### **A.3.4. The Scoring of Writing**

According to Jacob in M. Reid said that there are five components in scoring the students' writing namely content, organization, vocabulary, language use and mechanics (Reid: 1993). This scoring is called composition profile. This profile offers an analytical method of accessing the students' writing and can also used to provide learners with feedback about their writing.

#### **A.4. Advertisement Text**

##### **A.4.1. The Definition of Advertisement and Text**

The word "advertisement" is defined in the dictionary as public announcement. This notion is probably not enough to explain the nature of an advertisement. Mandel extends the meaning of advertisement is to be a person communication that is perceived as being non commercial concerning goods or services; it is face to face product relation communications between and among friends, relatives and others (Mandell: 1984). And then, an advertisement is a persuasive message paid for by an individual or company. Advertisement attempt to

persuade people to buy something, accept an idea, vote for a candidate, or support a cause (Gary: 2001).

Text is the context of language in use, the use of language in the spoken and written form (Pardiyono: 2007). In addition, there are some experts (Richards, Platt and Weber) explain that a text is a piece of spoken or written language. A text may be considered from the point of view of its structure or its function. For example: warning, instructing, and carrying out a transaction. A full understanding of a text is impossible without reference to the context in which it occurs.

#### **A.4.2. Types of Advertisement**

Although most people think of advertising as only commercial advertisement used to sell consumer products, advertisements can take many forms (Gary : 2001 ).

- a. Public-service announcements, sent out by nonprofit organizations, discuss topics such as public safety or health.
- b. Merchandise advertisements are print, broadcast, or visual messages about products that consumers can purchase.
- c. Service advertisements are print, broadcast, or visual messages about services—cleaning, entertaining, or self-improvement.

#### **A.4.3. The Steps of Making Advertisement Text**

There are some steps to make an advertisement text, they are:

##### **A. Prewriting**

- a. Choosing your topic

You can write an advertisement for a product, a political candidate, or a service. Use the following strategies to help you come up with a topic for your advertisement:

##### Strategies for Generating Topics

1. Conduct a survey. Ask the following question: what gift would you most like to receive for your birthday? Review the responses, and choose one to form the topic of your advertisement.

2. Blueprint. Draw the floor plan of a room in your everyday environment. Fill the room of your drawing with appropriate gadgets, clothes, or art objects. As you draw the items, decide which object appeals to you most. Make that one the subject of your advertisement.

- b. Narrowing your topic

An advertisement should almost always have a narrow focus. Most effective advertisements are short and memorable. To narrow your topic for your advertisement, answer the following questions:

1. What product/person/ service am I selling or promoting?
2. What is the one thing I'd like to communicate to my audience about this product/person/service?

As you draft your advertisement, refer to your responses to ensure that your focus has remained narrow.

c. Considering your audience and purpose

As you think about the advertisement you are going to write, consider whom it is you are trying to persuade. Then, decide on the language and details that will impress them most.

Choose Your Words Carefully

One way to achieve your purpose is to choose words that will most appeal to your audience. Select your words carefully, taking into consideration their denotation and connotation. A word's denotation is its dictionary meaning. Its connotation is the positive or negative association the word conjures up. In your advertisement, take advantage of a word's connotation as well as its denotation.

d. Gathering Details

Put yourself in the place of your audience. Then, answer the questions you, as the audience, have about the product, service, or person you are promoting. Be sure to answer those questions somewhere in the advertisement you write.

Gather Details for a product.

- What is it?
- What makes it special or different?
- How much does it cost?
- Where can I buy it?

**B. Drafting**

a. Shaping Your Writing

When drafting your advertisement, be sure to grab the audience's attention right away. To do this, start with the most appealing characteristic of the product.

b. Providing Elaboration



Elaborate your advertisement, using pictures, questions, and facts that will convince your audience of your product's superiority.

### **C. Revising**

#### 1) Revising Your Overall Structure

In most advertisements, the most important idea occupies the most prominent place. (If your advertisement is written for radio, your work probably wants to lead off with your most important idea).

#### 2) Revising Your Paragraph

Trim unnecessary information from your paragraphs so that every detail and concept is essential to the message and its delivery. To do this, circle the most important details and delete uncircled material.

#### 3) Revising Your Sentences

Any writing is more enjoyable and engaging when its rhythms vary. By varying sentence type, you vary the rhythm of your prose. There are four basic sentence types: declarative, interrogative, exclamatory, and imperative.

#### 4) Revising Your Word Choice

In advertising, you want to keep your sentences short and powerful. You don't want to use too many words, so choose carefully. Verbs, especially, can help you stimulate the readers' imagination or motivate them to do something.

#### 5) Peer Review

With a partner, exchange advertisement drafts. Then, have your partner answer the following questions, or create questions of your own that you'd like to have answered.

- a. What is the main idea conveyed by my advertisement?
- b. Do any images within the advertisement seem distasteful? If so, which?
- c. Which words seem weak or inappropriate? What replacements do you suggest?
- d. Is any information left out of the advertisement that you would like to know? If so, what?
- e. Review the responses of your partner. Then, incorporate changes into your advertisement, and review it again.

#### **D. Editing and Proofreading**

##### **a. Correct Use of Your and You're**

Homophones-words that sound the same-are sometimes used incorrectly. For example, you might write the contraction you're instead of the possessive your. Read through your advertisement carefully to make sure that you have chosen the correct homophones.

Example: These walking shoes are made for you are comfort. Correct: These walking shoes are made for your comfort.

#### **E. Publishing and Presenting**

##### **a. Building Your Porto folio**

Use of the following suggestions for sharing your advertisement:

- Post it. If your advertisement is for a real product or service, get permission to post it throughout your school or in your community.
- Record it. Rework your advertisement for radio presentation. Add sound effects and tape - record your efforts. Play the advertisement for your peers.

##### **b. Reflecting on Your Writing**

Consider the experience of writing your advertisement. Then, answer the following questions, and record your responses in your porto folio.

- In the process of writing, what did you learn about how you relate to your audience?
- Which strategies for prewriting, drafting, revising, or editing might you recommend to a friend?

#### **A.4.4. The Language of Advertisement**

Advertisement language uses a different expression from the most of the other language expression we use in our daily life. It needs a special language expression to make the advertisement meaningful and share interesting messages. Gooshgarian describes the differences between advertising language and other types of language expression as the following (Gooshgarian: 1977):

- a. The language of advertising is edited and it will be purposeful when the most of the language transactions are 'eliptical'
- b. The language of advertising is rich and interested
- c. The language of advertising involves us in effect we complete the advertising message. The language of advertising holds no secrets from us. It is simple language.

### **III. Findings**

There were some findings:

1. According to the result above, it was found that the mean of mastering simple present tense is 75,58.
2. According to the result above, it was found that the mean of the students' ability to build up advertisement text is 63,69.

According to the result above, it was found that the coefficient of r- count (0,3026) with the coefficient of r-product moment table at significant level 95% and N = 46 is (0,294) because of the coefficient of r- count (0,3026) is higher than the coefficient of r-table (0,294). So, the alternative hypothesis which the writer purpose that there is a significant correlation between mastering simple present tense and the students' ability to build up advertisement text.

### **IV. Conclusions and Suggestions**

#### **A. Conclusions**

In the final part of this thesis writing, the researcher gives come conclusions as following:

1. The students' ability of MAS Nurul Hakim Tembung in mastering simple present tense after being filtered by test, getting the highest score = (100) and the lowest score = (33) with the average score = (75,58)
2. The students ability in building up advertisement text for the students of MAS Nurul Hakim Tembung after being filtered by test, getting the highest score = (90) and the lowest score = (30) with the average score = (63,69)
3. Through correlation test by using product moment correlation, it is found that the value of the correlation coefficient = (0,3026) if it is confirmed into the interpretation table of correlation coefficient that  $r = (0,3026)$  is categorized medium category. It means that the correlation between mastering simple present tense and the students' ability to build up advertisement text is categorized in medium. Conceptually, it can be explained that the students' ability to build up advertisement text is still determinable or still has correlation with other factors.

## **B. Suggestions**

In relation to the research findings, the researcher suggest to:

1. The headmaster of MAS Nurul Hakim Tembung to motivate teachers, especially the English teachers to teach by maximizing mastering simple present tense in teaching. Because through this research, it is proven that mastering simple present tense has the significant correlation with the students' ability to build up advertisement text.
2. The English teachers, to increase the students ability in English especially in building up advertisement text through various and exciting teaching learning activities.
3. To the students, to increase in mastering simple present tense and can improve their ability in building up advertisement text.
4. To other researcher, this research finding is the material which can be developed further and deeper by adding other variables or expanding the sample ranges.

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