

## ANALYSIS OF STUDENTS' WRITING ERRORS IN SIMPLE PRESENT TENSE SENTENCES FOR CLASS X OF SMA SWASTA TAMAN SISWA SUKADAMAI

M.Rifaldi Lubis<sup>1</sup>, Khovita Sari<sup>2</sup>, Novia Anjelia<sup>3</sup>, Putri Lidiana Permata Sari<sup>4</sup>

Fakultas Keguruan dan Ilmu Pendidikan, Universitas Asahan

[mrifaldilubis1@gmail.com](mailto:mrifaldilubis1@gmail.com)<sup>1</sup>, [khovitasari1@gmail.com](mailto:khovitasari1@gmail.com)<sup>2</sup>, [noviaanjelias81@gmail.com](mailto:noviaanjelias81@gmail.com)<sup>3</sup>,  
[putrilidiana88@gmail.com](mailto:putrilidiana88@gmail.com)<sup>4</sup>**Abstract**

*The purpose of this study is to examine the different kinds of mistakes that SMA Swasta Taman Siswa Sukadamai tenth graders make when writing simple present tense phrases. Using a descriptive qualitative methodology, the study gathers data from students' written assignments. According to the taxonomy of surface strategies, the errors were divided into four categories: addition, misformation, omission, and misordering. 31 faults in all were uncovered by the study, including 5 addition errors and 26 misformation errors; omission and misordering problems were not discovered. Misformation errors were the most dominant, indicating that many students struggle with subject-verb agreement and verb forms in the simple present tense. The findings suggest that the majority of errors stem from intralingual transfer, where learners misapply English grammar rules due to incomplete understanding. The study highlights the importance of continuous practice and targeted grammar instruction in helping students overcome difficulties in English writing, particularly in the use of the simple present tense.*

**Keywords:** Analysis, Simple Present Tense, Error

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**INTRODUCTION**

Since English is the primary language in the majority of nations worldwide, it is a universal language. Students from all around the world have been learning English for a long time (Juwitasari et al., 2020). This language requires a lot of work to master. Among the skills that must be learned and practiced in English are speaking, listening, reading, and writing (Wisyaningsih & Anugrawati, 2022). Writing is one area of the English language that many students find extremely challenging to learn. There are several linguistic components involved in writing, including model text, grammar, spell check, punctuation, and prepositions (Wahyu Satya Gumelar & Bangkit, 2024).

One way that people engage and share information is through communication. Humans can communicate with one another through language. They are able to communicate their thoughts, feelings, hopes, and ideas. Spoken language, written language, body language, gestures, and so on are all examples of communication methods. The planet is home to a wide variety of languages. Every nation or region has its own language. There are many languages spoken in Indonesia, a country with diverse racial, tribal, and cultural groups from all over the world. West Javans speak Sundanese, Central Javans and East Javans speak Javanese, Medan residents speak Bataknese, and so forth. As a result, Indonesia unites its citizens in everyday contact by using Indonesian as its national language (Mukarromah & Suryanto, 2022).

Despite the fact that English has been taught in schools from kindergarten through university, many individuals still struggle to understand it. The four fundamental English language skills of speaking, listening, reading, and writing must be mastered by anyone learning the language. Reading and listening are receptive skills because they allow children to receive and comprehend language without having to produce it. Passive skills are another name for these abilities. Speaking and writing, on the other hand, are productive abilities since students employ them when they need to develop a language. Another name for them is "active skills." (Fitria, 2020).

Since listening, reading, and writing are the domains in which students are competent in learning English, learning English also teaches the learner how to talk effectively. The 2013 curriculum, which places an emphasis on attitude, knowledge, and abilities at the educational levels, is used by the Indonesian government. As a result, a learner's quality is now evaluated not just by their knowledge but also by their attitude, character, and abilities. Particularly when studying English, students must not only grasp the language's theory, tenses, syntax, and vocabulary, but also, ideally, be able to utilize the language both orally and in writing. Four skills must be acquired in order to learn English. They are writing, speaking, listening, and reading. Writing is the ability to write a message, information, or text for other people to read; speaking is the ability to speak or produce words orally; listening is the ability to receive and understand information through auditory senses; and reading is the ability to read and understand information in the form of text (Mukarromah & Suryanto, 2022).

One of the fundamental English language abilities that requires a lot of practice is writing. Because the learner must express his thoughts and emotions in writing in order for them to be understood, it is a difficult skill. outlined how pupils must practice writing a lot in order to become proficient in it. She went on to say that providing kids with writing exercises that challenge them to write is the key to helping them become proficient writers. The pupil might then make a few mistakes. Students should fix these problems as soon as they occur in order to prevent them from occurring in subsequent writing assignments (Seddik, 2023).

The conventions of writing in English might make it a challenging language to learn. Grammar, punctuation, and spelling are some of the areas where language learners often suffer. An essential component of writing is grammar. In addition, spelling and grammar are crucial since writing in English requires certain linguistic skills. Due to their relationship to another component, these cannot be isolated from one another (Fitria, 2020). Simple Present Time, which discusses common truths, facts, and habits, is one of the foundational courses in early English language learning. Descriptive texts also use this tense as a linguistic element. Students utilize this tense when writing descriptive texts to describe people, animals, objects, and locations along with a few adjectives. Making mistakes continues to be a barrier to learning a foreign language. Mistakes and errors indicate that students are still learning the language's rules. Some linguists employ error analysis as a tactic to deal with this issue. Error is the study of students' mistakes that may be seen, examined, and categorized to show something about the system working within the pupils, according to Brown (2000:166). Teachers would benefit from error analysis since it would highlight some issues that students were having (Mukarromah & Suryanto, 2022).

### **Simple Present Tense**

#### ***Definition of Simple Present Tense***

In addition to expressing routine acts like daily activities, the simple present tense is characterized as a tenses that conveys general truths. When discussing general statements of truth or situations that are currently occurring, we utilize the simple present tense (Khairunniza, 2023).

The simple present tense is frequently employed in descriptive writing and casual conversation. Present indicated that the phenomenon was happening right now. It also clarifies the common habit or reality (Khairunniza, 2023) The simple present tense, according to the statement, signifies that something was true in the past, is true now, and will continue to be true. Both timeless truths and factual generalizations are included (Halimahh et al., 2017). The aforementioned rationale leads one to the conclusion that the simple present tense is one that we employ to describe routine events, such as everyday activities. Additionally, the simple present tense is employed to convey the current situation and universal reality.

### **Structure of the Simple Present Tense**

There are two types of the simple present tense: verbal and nominal. Verbal is employed when the predicate in a sentence is a verb, whereas nominal is utilized when the predicate comprises a noun, pronoun, noun phrase, adjective, or adverb.

#### **Verbal**

##### **1.) Positive structure**

**S + V1(s/es) + O/C**

Example: He play football every afternoon.

##### **2.) Negative structure**

**S + do/does + not + V1 + O/C**

Example : He doesn't play football every morning.

##### **3.) Interrogative structure**

**Do/does + S + V1 + O/C?**

Example: Does he play football every morning?

#### **Nominal**

##### **1.) Positive structure**

**S + to be + Adjective/Adverb of Place/Noun**

Example: They are in the classroom.

##### **2.) Negative structure**

**S + to be + not + Adjective/Adverb of Place/Noun**

Example: They are not in the classroom.

##### **3.) Interrogative structure**

**To be + S + Adjective/Adverb of Place/Noun?**

Example: Are they in the classroom?

We should be aware of present tense regulations when creating the simple present tense (Mukarromah & Suryanto, 2022) as follows:

1. The simple present tense is used differently in the verbal and nominal sentences. It depends on how the verb and linking verb are used. If the subject uses I, you, they, or us in the verb tense, the s/es does not need to be added after the verb.
2. Although it is not required in the negative and interrogative forms, we should add s/es after the verb if the subject is using (she, he, it).
3. In the meanwhile, there is a distinction between following the verb with s and es. Here, the suffix -es is added to verbs that finish in -s, -sh, -ch, -x, -z, or -o.
4. In addition, the verb ending in -y that was preceded by a consonant should have -es added, and the last character changed from -y to -i.
5. The -es should be added to a verb that ends in -y and is preceded by a vowel without changing the final character from y to i.
6. The verb is adding by -s exception for have and has, excluding those criteria. It is not necessary for s/es to add them. If the subject is I, you, they, or we, the word "have" is used; if the subject is she or he, the verb "has" is used.
7. The linking verb for the nominal sentence should be am if the subject is "I."
8. "Is" should be used as the linking verb if the sentence's subject is in the single third

person, such as she, he, or it.

9. The linking verb "are" should be used if the subject is "you," "they," or "we."

## Error Analysis

### *Definition of Error Analysis*

The definition of error analysis has been argued by certain linguists. Error analysis, according to Corder, is an experimental method for confirming the theory of transfer, which seeks to provide insight into the psycholinguistic process of language acquisition (Corder, 1981). Additionally, error analysis is a type of analysis that is employed by both researchers and teachers. It entails gathering samples of student language, identifying and characterizing the errors in the sample, categorizing the errors based on their suspected causes, and assessing the errors' seriousness (Ellis, 1989). Meaning error analysis is a type of analysis used to examine mistakes learners make when learning the target language (Mukarromah & Suryanto, 2022).

Furthermore, Carl James defines mistake analysis as a method of identifying the prevalence, development, causes, and effects of unsuccessful language. It indicates that there were issues with learning the target language, which led to the creation of error. Because the students have acquired failed language, both the teacher and the researcher can identify the mistakes committed by the students (Mukarromah & Suryanto, 2022).

These definitions lead to the conclusion that error analysis is a type of research that focuses on the mistakes made by learners of the target language when they follow the steps of error analysis, which include identifying, evaluating, and categorizing the mistakes as tools to understand the system at work in the learners. Additionally, error analysis can reveal students' mistakes, assisting researchers and educators in fixing them (Mukarromah & Suryanto, 2022).

### *Types of Error*

The surface strategy taxonomy-based error classification highlights how surface structure is changed: students may miss-form (select) or miss-order (missorder) necessary items, or they may add necessary items (addition) or omit necessary ones (omission) (Londoño Vásquez, 2008). In terms of categorizing the many kinds of errors, it is consistent with Corder's assertion. Omission, addition, selection (miss-formation), and miss-ordering are the four categories of errors, according to Corder (Corder, 1981).

#### 1. Ignorance

The type of error known as an error of omission is defined by the omission of one element that is necessary for a coherent statement.

#### 2. Supplement

The existence of one thing that shouldn't be in a well-formed utterance is a type of error known as an error of addition.

#### 3. Selective miss-formation

The type of error known as a miss-formation occurs when a morpheme is used incorrectly, or it could be a language structural error.

#### 4. Inaccurate ordering

A miss-ordering error occurs when a set of morphemes is positioned incorrectly in an utterance.

## RESEARCH METHOD

Descriptive qualitative analysis was the strategy employed in this study to characterize and evaluate the data. Because the data analysis was given in a descriptive manner, the descriptive approach was used. This approach is suitable since the researcher examined the students' performance in writing cause-and-effect essays, identified the issues they

encountered, and discovered ways to solve them. The focus was on SMA Swasta Taman Siswa Sukadama tenth graders. Because the teacher assigned students to write a cause-and-effect essay, the researcher decided on X-1 RPL. One class of ten students made up the subject. An instrument is a device that is used to gather data. Documentation and a questionnaire served as the study's instruments (Mukarromah & Suryanto, 2022).

Descriptive analysis was the research method that was employed. Here, students' mistakes relating to omission, addition, misinformation, and order in the simple present tense were clarified, explained, and analyzed using descriptive analysis writing. To gauge the pupils' writing proficiency, the researcher employed an assignment as the research tool (Mukarromah & Suryanto, 2022).

a. Students were instructed to respond to questions in the simple present tense by the researcher. They constructed and produced basic present tense sentences in response to the questions. Students were instructed to prepare essays by the researcher using previously supplied material. A table including all of the improper simple present tense sentences was created and put in the proper order. After that, the error type was filtered (Mukarromah & Suryanto, 2022).

## RESULT AND DISCUSSION

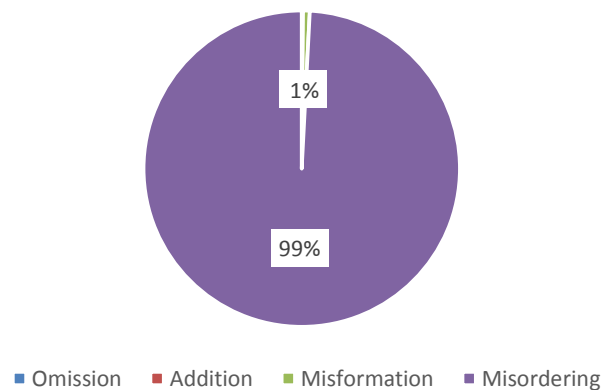
After the data is collected, it is categorized and reassembled to give the incorrect sentence the correct form. The researcher computes the errors based on the kinds of errors discovered in students' writing after examining the data. The following is the incorrect recapitulation:

**Table 1 Error Calculation**

Student's Number	Error of Omission	Error of Addition	Misinformation	Misordering	Total
1	-	1	4	-	5
2	-	2	1	-	3
3	-	-	1	-	1
4	-	-	2	-	2
5	-	-	1	-	1
6	-	-	6	-	6
7	-	-	-	-	0
8	-	1	3	-	4
9	-	-	4	-	4
10	-	1	4	-	5
Total	0	5	26	0	31

The researcher could determine the types of mistakes pupils make while using the simple present tense in writing by assessing the frequency of each sort of error. The following is the calculation:

- Omission :  $\frac{0 \times 100\%}{31} = 0$
- Addition :  $\frac{5 \times 100\%}{31} = 0,16\%$
- Misinformation :  $\frac{26 \times 100\%}{31} = 0,83\%$
- Misordering :  $\frac{0 \times 100\%}{31} = 0$

**Figure 1** In Error Percentage

However, the number of pupils who committed each kind of mistake is as follows:

**Table 1** Types of Error Made by Students

No	Type of Error	Number of Students
1	Omission	0 of 10 students
2	Addition	4 of 10 students
3	Misformation	9 of 10 students
4	Misordering	0 of 10 students

According to the error calculation table, the ten graders committed 31 mistakes in total when writing in the simple present tense. There are 26 misformation mistakes, 0 misordering errors, 5 addition errors, and 0 omission errors. The most common mistakes committed by pupils were misformations, whereas the least common ones were omissions and misorderings. The following explains the error range from dominating errors:

#### 1. Omission

There is no omission error found in the students' writing. All students were able to include necessary elements in their sentences, especially the use of the verb "to be" in nominal sentences. This indicates that the students did not omit key grammatical components in the simple present tense structure.

#### 2. Addition

Some pupils inserted extraneous words into the sentence, such in some verb forms: "My cat sleeps." Intralingual transfer is the cause of this mistake. This indicates that the student's target language is the source of the problem. This usually happens at the first level and shows that language learning is progressing.

#### 3. Misformation

The most frequent mistake that students make is this one. Here are several instances of this kind of mistake: "my cat sleeps," "she sings beautifully," "He plays soccer." In these phrases, every word has the wrong verb form: "my cat" should be followed by "sleeps" rather than "sleep." "she sings beautifully" need to be "she sings beautifully." In response, the majority of pupils said, "He plays soccer in the afternoon." Instead of using "He" and "They," they should say "they play soccer in the afternoon." Many students make incorrect word choices and struggle to understand the agreement between plural and singular verbs,

particularly s/es. They want additional clarification on this as well as someone to alert them to common misconceptions regarding the use of the simple present tense.

#### 4. Misordering

There is no misordering error found in the students' writing. All students managed to maintain correct word order in their phrases and clauses. The correct placement of modifiers and nouns shows that they did not struggle with the typical noun phrase structure in English.

### CONCLUSIONS

It is clear from the study's findings that class X students at SMA Swasta Taman Siswa Sukadama continue to struggle with simple present tense sentence construction. With 26 instances, misformation errors were the most common of the four types of errors examined: omission, addition, misformation, and misordering. This demonstrates that a large number of students still struggle with using verb forms correctly, particularly when it comes to subject-verb agreement and auxiliary verbs in the simple present tense. Five addition errors were found, demonstrating the students' propensity to use superfluous grammar. However, none of the kids' work contained any omission or misordering errors, indicating a certain level of sentence structure knowledge. These results highlight the necessity of more rigorous grammar instruction, especially with regard to the simple present tense rules, in order to lower errors and enhance students' writing abilities.

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