

Grammatical Errors in Using the Simple Present Tense in Writing Descriptive Texts

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Abstract

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Simple present tense was often used by students in writing and speaking, so they needed to know and understand how to use it correctly, especially in writing descriptive texts. In reality, students still make various mistakes in using the simple present tense, including errors in writing nominal sentences, such as incorrect subject-verb agreement, improper placement of "not" and "to be" in negative sentences, and incorrect word order in interrogative sentences. Additionally, students make errors in verbal sentences, such as using inappropriate verbs for the subject, incorrect spelling, misplacing the suffix "s" or "es" in verbs, and forgetting to add auxiliary verbs "do/does" in negative and interrogative sentences. Article misuse is also a common issue. The study purpose was to determine the dominant errors in using the simple present tense made by students in writing descriptive texts based on the surface strategy taxonomy. The method used in this study was a literature approach. The theory of literature research is taken from several sources such as textbooks, encyclopaedias, journals, papers, dissertations, and the internet related to errors in the use of simple present tense in writing descriptive texts. The criteria for journal articles used in this study are journals published in 2020-2024 with the keywords "errors, grammar, simple present tense, descriptive text". The results of the study showed that "omission" is the most dominant aspect of errors made by students in using simple present tense when writing descriptive texts and is followed by "misformation, addition, and misordering". This occurs due to several factors including students' lack of understanding of grammar rules in English, differences in the structure of the first and second languages, limited vocabulary, lack of focus, carelessness, lack of teacher guidance in learning activities, and the complexity of the simple present tense. Therefore, the dominant grammatical errors in

using the simple present tense in writing descriptive texts were omission.

Kata Kunci:

*Kesalahan Tata Bahasa,
Tenses Simple Present,
Menulis, Teks Deskripsi*

Abstrak

Simple present tense merupakan bentuk kalimat yang sering digunakan oleh siswa dalam menulis dan berbicara, sehingga perlu mengetahui dan memahami cara penggunaannya yang benar, terutama dalam menulis teks deskriptif. Pada kenyataannya, siswa masih melakukan berbagai kesalahan dalam penggunaan simple present tense, antara lain kesalahan pada kalimat nominal, seperti ketidaksesuaian subjek-kata kerja, penempatan kata "not" dan "to be" yang tidak tepat pada kalimat negatif, dan urutan kata yang tidak tepat pada kalimat tanya. Selain itu, siswa melakukan kesalahan pada kalimat verbal, seperti penggunaan kata kerja yang tidak tepat untuk subjek, kesalahan ejaan, kesalahan penempatan akhiran "s" atau "es" pada kata kerja, dan lupa menambahkan kata kerja bantu "do/does" pada kalimat negatif dan tanya. Kesalahan penggunaan artikel juga merupakan masalah yang umum terjadi. Tujuan penelitian ini adalah untuk mengetahui kesalahan dominan penggunaan simple present tense yang dilakukan oleh siswa dalam menulis teks deskriptif berdasarkan taksonomi strategi permukaan. Metode yang digunakan dalam penelitian ini adalah metode kualitatif deskriptif dengan pendekatan kepustakaan. Teori penelitian pustaka diambil dari beberapa sumber seperti buku teks, ensiklopedia, jurnal, paper, disertasi, dan internet terkait kesalahan penggunaan simple present tense pada teks deskriptif. Kriteria artikel jurnal yang digunakan dalam penelitian ini adalah jurnal yang terbit pada tahun 2020-2024 dengan kata kunci "kesalahan, tata bahasa, simple present tense, teks deskriptif". Hasil penelitian menunjukkan bahwa "omission" merupakan aspek kesalahan yang paling dominan dilakukan oleh siswa dalam menggunakan simple present tense saat menulis teks deskriptif dan diikuti oleh "misformation, addition, dan misordering". Hal ini terjadi karena beberapa faktor antara lain kurangnya pemahaman siswa terhadap kaidah tata bahasa dalam bahasa Inggris, perbedaan struktur bahasa pertama dan kedua, keterbatasan kosakata, kurang fokus, kecerobohan, kurangnya bimbingan guru dalam kegiatan pembelajaran, dan kompleksitas simple present tense.

Jadi, kesalahan tata Bahasa yang paling dominan dalam penggunaan tenses simple present tense dalam menulis teks deskripsi adalah omission.

INTRODUCTION

Writing is an activity to convey idea, though, opinion, and view to the readers through letters, words, sentences, symbols, and numbers in the form of written language. Writing is also a serve language communication which is expressed through written symbols (Sophomore Talle Vacalares et al., 2023). The writers have to think what they have to write to communicate with the readers well to avoid miscommunication. Writing necessary many preparation and aspects to be considered that is why learners get frustrated and nervous in writing activity (Budjalemba & Listyani, 2021). Written communication need good sentences structure or grammar to make our ideas or opinions is easy to comprehend by the readers.

On the other hand, writing refers to a long process because it has many steps in writing process. Writing is also a skill because to get good writing result the writer has to do more and more writing practice. It necessary the skill of compose words, and sentences into a good composition (Pancawati & Dwiastuty, 2021). Writing is also an activity of expressing messages, ideas, and information in written form or an activity of producing written products (Sersanawawi, 2021). Writing activity has aims including to complete assignment, to make particular type of text and paper, to communicate with particular audience, and to help the writers or the students practice using language actively (Silalahi et al., 2019).

There are some type of texts in writing, among of them is writing descriptive text. It is one of crucial text that should be mastered by the students. Descriptive text is a text to describe a person, thing, noun or animal specifically. The writer illustrates the characteristics of particular thing details to give more description to help the reader to be easy in getting subject or object description. Besides that description text refers to description of object writing. It can be a person, an animal, a tree, a house, a camping, ect (Pancawati & Dwiastuty, 2021). In other words, descriptive text is a kind of text that has a function in analysing a thing, a place, and

a person (Mukarromah & Suryanto, 2021). Writing description text have to consider its language features, they are using adjective, simple present tense, and adverb of frequency.

Using simple present tense is one of language features in writing description text. Simple present tense is a tense to explain about habit, repeated action, fact, and general truths in present time (Pancawati & Dwiastuty, 2021). That simple present tense refers to a tense associated with daily activities that are often done and generally occur frequently (Sersanawawi, 2021). Simple present tense is used to say about something happens all the time or repeatedly or something true in general (Fauziah, 2022). In writing descriptive text, writer use this tense to describe a person, animals, thing, place, and it combined with adjectives (Pancawati & Dwiastuty, 2021). Simple present tense becomes important role in writing descriptive text because it used as a rule tense of a descriptive text (Mukarromah & Suryanto, 2021). using simple present tense have to understand the way to use to be (am, is, are), verb 1 by ending “s or es”. Besides that description text has two generic structures they are identification and description. In identification, writer introduces the object to the reader generally. In description, writer gives more detail information about the object such as the shape, colour, size, and other characteristics using simple present tense.

In fact, in writing activity the learners make various grammatical errors when using simple present tense in descriptive text. The learners make error in writing nominal sentence such as, the subject and to be is not suitable, the place of not and to be is not true in negative sentence, the place of to be and subject is not true in interrogative sentence. The learners also make error in writing verbal sentence like the verb is not suitable with the subject, wrong In type the letters of word, wrong in putting ending “s or es” for verb, in negative and interrogative sentence, the learners wrong and forget to put auxiliary verb “do/does”, and article misuse.

Error analysis is a methodology for investigating students’ competence in acquiring a second language acquisition of a foreign language. The error’s type is dealing with the surface characteristic error that is often called surface strategy

taxonomy. According to Dulay, Burt, and Krashen in Pancawati and Dwiastuty there are four types of errors, they are omission, addition, misinformation, and misordering (Pancawati & Dwiastuty, 2021).

Some researches about grammatical errors using simple present tense in writing description text have done, such as Pancawati and Dwiastuty, 2021 entitle “error analysis of using simple present tense on students’ descriptive text writing” the result show that many learners make errors in writing descriptive text using simple present tense including omission, addition, misinformation, and misordering. The most dominant errors is misinformation (Pancawati & Dwiastuty, 2021). That Surahwan, 2021 entitle “error analysis in using simple present tense at writing descriptive text in eleventh grade of MA Aqidah Usumuni Sumenap” the result show that the students has error in misinformation because they has problems about applying and using the rules of English well (Surahwan, 2021). Other research comes from Sersanawawi, 2021 entitle “the analysis of students’ error in using simple present tense in writing descriptive text at the eight grade students of MTsN 2 Deli Serdang”. Its result shows that the students have error in writing descriptive text such as omission, addition, misinformation, and misordering. The most dominant error is omission (Sersanawawi, 2021). Next, research from Salsabila and Mubasyira 2021 entitle “analysis grammatical errors in using simple present tense in writing descriptive text” the result is the students can use simple present tense in writing descriptive text but still make error in misinformation like wrong in using to be and difficult to differentiate between singular and plural subject with the to be (Salsabila & Mubasyira, 2021). Laia, Dohona, and Tarigan, 2024 entitle “an error analysis on the use of simple present tense in the students’ descriptive text among the seventh grade of SMP Swasta Pangeran Antasari Medan” said that seventh grade students at SMP Swasta Pangeran Antasari Medan use incorrect simple present tense in writing descriptive text. The errors divided into two they are inter-language (misordering and misinformation), and intra-language (omission and addition) (Joshua Hati Abdi Laia, Gideon Dohona, 2024). Based on explanation above, some researchers only find the general grammatical errors in using the simple present tense in writing descriptive text without specifying which one is the

dominant error made by the students. Therefore, this study will find the dominant grammatical errors in using the simple present tense in writing descriptive texts.

Ideally, the learners have to know and comprehend about simple present tense and the way to use it well because tense is the basic of English grammar (Sersanawawi, 2021). Besides that simple present tense is one of language features that students need to be mastered to write description text well. developing a coherence text need to use of appropriate cohesion markers, the students also need to know about grammar in accordance with the type of text and one of them is descriptive text (Sersanawawi, 2021). Therefore, the aim of this study is to analyse the dominant types of grammatical errors in simple present tense when writing descriptive text.

METHOD

The authors use a literature approach. The theories are taken from some sources such as textbooks, encyclopaedias, journals, papers, dissertations, and the internet. The writer gathered data from relevant literature sources and data on the use of simple present tense in descriptive texts. The procedure of this research includes choosing a topic, gathering information by searching for sources in libraries or online journal articles, evaluating the data before using it, writing and citing it. The criteria for the journal articles used in this paper were published from 2020-2024 with the keywords “error, grammar, simple present tense, descriptive text”. If the journal or article does not complete the criteria above, it will be eliminated. In this paper, the writers choose 9 papers relate to those criteria. The papers are: an error analysis on the use of simple present tense in the students’ descriptive text among the Seventh Grade of SMP Swasta Pangeran Antasari Medan (2024), an error analysis of using simple present tense in writing descriptive text written by students of the Tenth Grade At SMA N 1 Godong (2023), grammatical errors analysis on students’ descriptive texts (2023), an analysis of the students’ errors in using simple present tense in writing descriptive text at the Tenth Grade of SMAN 2 Bengkalis (2022), analysis of grammatical errors in using simple present tense in descriptive text (2023), error analysis of using simple present tense

in 8th graders' descriptive text (2022), error analysis on students' writing in using simple present tense in descriptive text (2021), error analysis of using simple present tense in students writing descriptive text at the Tenth Graders of SMKN 2 Kudus (2023), error analysis in writing descriptive text (2024). After choosing the paper, the writers identify the definition of grammatical errors, the kinds of grammatical errors, and the influence factors of grammatical errors. After that the writers compare the grammatical errors happened in each paper and take a conclusion of the dominant grammatical errors.

FINDINGS AND DISCUSSION

Based on data analysed, the grammatical error using simple present tense in writing descriptive text based on surface characteristic error or surface strategy taxonomy, they are:

Table 1. Aspects Error of error categorization (surface strategy taxonomy) using simple present tense in writing descriptive text

No	Title	Writer	Year	Percentage Error of Aspects of error categorization (surface strategy taxonomy)			
				Omission	Addition	Misformation	Misordering
1	An Error Analysis on The Use of Simple Present Tense in The Students' Descriptive Text Among The Seventh Grade of SMP Swasta Pangeran Antasari Medan	Laia, J. H. A., Dohona, G., & Tarigan, S. N.	2024	42.2%	15.5%	25.5%	16.6%
2	An Error Analysis of Using Simple Present Tense in Writing Descriptive Text Written By Students	Sari, M. P., Suwandi, S., & Susanto, D. A.	2023	42,42%	15,15%	32,32%	10,10%

	of The Tenth Grade At SMA N 1 Godong						
3	Grammatical Errors Analysis on Students' Descriptive Texts	Sakdidah, S., Prastikawati, E. F., & Hawa, F.	2023	57%	20%	14%	9%
4	An Analysis of The Students' Errors in Using Simple Present Tense in Writing Descriptive Text at The Tenth Grade of SMAN 2 Bengkalis	Maisyara, Silvana, A., & Fadli, N.	2022	27.2%	8.1%	40.6%	23.5%
5	Analysis of Grammatical Errors in Using Simple Present Tense in Descriptive Text	Nirmala, N., Jamiludin, J., & Mashuri, M.	2023	62,94%	10,91%	22,84 %	3,29%
6	Error Analysis of Using Simple Present Tense in 8th Graders' Descriptive Text	Fauziah, P.	2022	39%	39%	11%	11%
7	Error Analysis on Students' Writing in Using Simple Present Tense in Descriptive Text	Mukarromah, M., & Suryanto, B. T.	2021	50%	5.43%	35.86%	8.69%
8	Error Analysis of	Syahdanny, B. A.	2023	31.1%	6.7%	55.5%	6,7%

Using Simple Present Tense in Students Writing Descriptive Text at the Tenth Graders of SMKN 2 Kudus							
9	Error Analysis in Writing Descriptive Text	Pangestu, R.	2024	36.6%	10.8%	49.4%	3.2%
Amount				388.46%	131.59%	287.02%	92.08%
Average				43.16	14.63	31.89	10.23

Based on the table above, it found that there are four Aspects of error categorization (surface strategy taxonomy) using simple present tense in writing simple present tense. They are: omission, addition, misformation, and misordering. From 9 papers, omission is the most dominant error with total percentage error is 388.46 % or means score 43.16. The second dominant error is misformation with total percentage error is 287.02 % or means score 31.89. The third dominant error is addition with total percentage error is 131.59% or means score 14.63, and the last dominant error or the smallest error aspect is misordering with total percentage error is 92.08% with means score 10.23. It concludes that omission is the most dominant error aspects that do by the students in using simple present tense when they write descriptive text and it is following by misformation, addition, and misordering. It happened because some factors including students have lack of English grammar comprehending rules, the difference between first language and second language structures, has limited vocabularies, do not focus, careless, lack of teachers' guidance in learning activity, and complexity of simple present tense.

Grammar is a major factor for Academic Writing students. So, the teachers and the students have to pay attention to the content essay and also grammar. Without good grammar, the essay message cannot deliver successfully and can cause misunderstanding (Budjalemba & Listyani, 2021). Besides that the ability in

using sentence structure, spelling, and technical aspects of writing effectively will contribute in the students writing process (Sophomore Talle Vacalares et al., 2023). Learners with wide vocabulary and good understanding of grammar will be easier to express idea or opinion clearly and effectively (Kemalsyah et al., 2022). Poor vocabulary knowledge is one of the dominant and very significance factors that affect EFL learners' writing and Successful writing need rapid and effortless access to knowledge of individual word meaning (Pathan, 2021).

The students need to practice writing and reading skills because the existence of problems and difficulties encountered by the students will help them to find their own way in performing better in Academic Writing class misunderstanding (Budjalemba & Listyani, 2021). Besides that sufficient practice and writing experience are need in developing writing skill. If the learners often practice in writing will become more proficient in constructing sentences, paragraphs, and coherent texts (Kemalsyah et al., 2022). Lack of writing practice also affect the students' writing performance (Pathan, 2021). Cumming in Chi said that differences in language proficiency, vocabulary knowledge, and syntactic complexity between languages give effect to students' writing performance (Chi et al., 2024)

CONCLUSION

Based on the data and discussion, it concludes that there are four grammatical errors happen when using simple present tense in writing descriptive text based on error categorization (surface strategy taxonomy), they are omission, addition, misformation, and misordering. Omission is the most dominant error aspect that is done by the students in using the simple present tense when they write descriptive text and it is followed by misformation, addition, and misordering.

Avoiding the same errors in using simple present tense in writing descriptive text as a teacher, we can teach our students how to translate Bahasa into English. It means that Bahasa is different from English. So, when using English we have to follow English rules, not our Bahasa (Indonesia) because they have different ways in using the language rules. The teacher also has to use appropriate methods,

strategies, or techniques to develop effective writing activities. Besides that the teacher can give more practice activities to the students in writing and do not forget to give feedback to their writing to let them know about the right and wrong thing in their writing. For the students, be more focused and careful to the teacher's explanation and writing activities, try to memorize as much as vocabularies and comprehend the meaning and the use of it. It can help you in delivering your ideas when doing writing activities. Improving your ability in writing by more practices, and taking lessons from your mistakes in practicing writing to get more knowledge, understanding, and also you can avoid the same mistakes in the future.

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