

# AN ANALYSIS OF STUDENTS' DIFFICULTIES IN UNDERSTANDING SIMPLE PRESENT TENSE AT TENTH GRADE STUDENT'S MARKETING SMKN 2 KOTABUMI

<sup>1</sup>Desi Dwi Marantika, <sup>2</sup>Rulik Setiani, <sup>3</sup>Elis Susanti  
[1desidwimarantika580@gmail.com](mailto:desidwimarantika580@gmail.com), [2rulik.setiani@yahoo.com](mailto:rulik.setiani@yahoo.com)

<sup>1,2,3</sup>Universitas Muhammadiyah Kotabumi

**Abstract:** Simple present tense is part of the basic tense that must be mastered by students in learning English if students do not fully understand the simple present tense material, it can result in the achievement of learning outcomes. present tense and the most dominant difficulties experienced by students in understanding the simple present tense. This study uses a qualitative descriptive method which aims to determine the difficulties of students in understanding the simple present tense and to find out the most dominant difficulties experienced by students of class X marketing at SMKN 2 Kotabumi. The data collection in this study was a questionnaire as the main data and follow-up interviews as supporting data. There are 8 students who are the object of research in data collection for marketing students in class X. The results showed that there were 4 aspects of students' difficulties in understanding the simple present tense, including concepts, functions, patterns, and time signals of the simple present tense. The most dominant difficulty experienced by students in understanding the simple present tense is the pattern, many students sometimes make mistakes in making sentences, compiling simple present tense sentences and sometimes greeting students using tobe, verbs in sentence patterns.

**Keywords:** *Students' Difficulties, Tense, Simple Present Tense*

**Abstrak:** Simple present tense merupakan bagian dari basic tense yang harus dikuasai siswa dalam belajar bahasa Inggris jika siswa belum sepenuhnya memahami materi simple present tense maka dapat berakibat pada pencapaian hasil belajarnya, melihat fenomena rumusan masalah dalam penelitian ini adalah: kesulitan apa yang dialami siswa dalam memahami simple present tense dan kesulitan yang paling dominan dialami siswa dalam memahami simple present tense. Penelitian ini menggunakan metode deskriptif kualitatif yang bertujuan untuk mengetahui kesulitan siswa dalam memahami simple present tense dan untuk mengetahui kesulitan yang paling dominan dialami oleh siswa kelas X pemasaran di SMKN 2 Kotabumi. Pengumpulan data dalam penelitian ini adalah kuesioner sebagai data utama dan wawancara lanjutan sebagai data pendukung. Pengambilan data pada siswa pemasaran kelas X terdapat 8 siswa yang menjadi objek penelitian. Hasil penelitian menunjukkan bahwa terdapat 4 aspek kesulitan siswa dalam memahami simple present tense, antara lain konsep, fungsi, pola, dan sinyal waktu dari simple present tense. Kesulitan yang paling dominan dialami siswa dalam memahami simple present tense adalah pada polanya, banyak siswa terkadang melakukan kesalahan dalam membuat kalimat, menyusun kalimat simple present tense dan terkadang menyapa siswa dalam menggunakan tobe, verba dalam pola kalimat.

<sup>1</sup>Mahasiswa Universitas Muhammadiyah Kotabumi

<sup>2,3</sup>Dosen Universitas Muhammadiyah Kotabumi

**Kata Kunci:** Students' Difficulties, Tense, Simple Present Tense.

## **I. INTRODUCTION**

Grammar is one of the important components of language and as a tool or way of communicating correctly. According to Harmer (2001, p.12) "grammar is a description of how words can be added or combined into sentences according to grammatical rules and if they are not in accordance with the rules, it will change the meaning of the sentence itself and disrupt communication". Grammar has an important role in English by combining word units into a unified and meaningful sentence. Sentences are grammatically acceptable if they follow grammatical rules. Because in spoken and written communication has the purpose and function of language which is reflected in the grammar itself and is a must for language students to get good grammar.

In grammar, students will find some rules in the language. One of these rules is tenses. Simple Present Tense is one of the

important tenses to be mastered by students. By mastering the simple present tense, students will be able to express the ideas they want to transfer appropriately at the present moment. According to Pardiyono (as quoted in Handoko, 2018, p. 204) "simple present tense is often used to discuss things that now exist or are happening, there are things that are usual or usual, or are usually done". The simple present tense is an aspect of grammatical language and is an important component that students must master because this present tense can help students use the target language for oral and written communication. By mastering the simple present tense, students will be able to express their ideas and ideas and students can transfer their understanding of the present tense appropriately at this time.

In SMK Negeri 2 Kotabumi tense learning especially simple present tense is not taught separately, but it is included in writing sentences or text and

understanding the meaning in the English text itself. The material of simple present tense is not separate in learning English because it is attached to material such as descriptive texts and others. Based on observations students in SMK Negeri 2 Kotabumi on Monday, February 24<sup>th</sup> 2020 the facts one class from tenth grade there was a class of marketing in learning English which has a low ability, especially in simple present material which is the basic material that must be known by students, Difficulties in understanding this simple present tense will affect the motivation and achievement of English language learning itself, if left unchecked it will greatly obstruct students and may make students uninterested in English itself because it is indeed in reality at SMK Negeri 2 Kotabumi, interest in English itself is low.

By looking at this phenomenon, this research must be done to find out the difficulties of students in understanding the simple present tense in tenth grade

students, especially marketing class students who will later enter the world of work in communicating. and to see the most dominant difficulties experienced by students in understanding the simple present tense. In addition, research can help teachers to give information for English teachers about the cause students grammar especially simple present tense for students to learn English so that the English teacher can help to maintain or improve an anticipate and refine lesson plans and teaching methods in order that they can achieve high achievement in English, and can also be one solution to solve the problems of students in learning English, especially the simple present tense material.

## **II. Reseach Method**

Based on the research problems and the objectives of the research, the research method is categorized as qualitative research. According to Creswell (2014:32) who state that qualitative research is

handle for exploring and understanding the meaning individual or groups for a social or human problem. This research qualitative is categorized as descriptive qualitative research. This research used descriptive method in the describing the data which has been collected. In this research, the data would contain of the description student's difficulties in understanding simple present tense.

This research take place in SMK Negeri 2 Kotabumi in tenth grade marketing, students this school is located at Jalan Plongkowati Madukoro Kotabumi, North Lampung. Data resource data taken from students of class X PM (Marketing) which consisted of 36 students, the researcher took data from the marketing class by distributing questionnaires as the main data and follow-up interviews as supporting data. This study focuses on students' difficulties in understanding the simple present tense. To focus on the topic, the researcher distributed questionnaires to students from the class who had learning

difficulties, judging from their low learning outcomes, 8 people were selected as research subjects, After giving the questionnaire, the researcher conducted a follow-up interview to determine whether the students had difficulties with the simple present tense material and the most dominant difficulties experienced by the students.

Research instrument is a tool to collect the data in order to the make the works be easier and get good result (Arikunto, 2010 p. 203). The instrument used by the researcher is a questionnaire to collect data on students' difficulties in understanding the simple present tense. In this case, to validate the instrument, the researcher used expert judgment for the research instrument. The chosen experts have validated the instruments of this research before given it to the students of class X Marketing. The researcher chose Mrs. Elis Susanti, S.Pd., M.Pd. and Mr. Asep Hardiyanto, S.Pd., M.Pd. as the expert to validate this research. The reason

is because both of them are English lecturer and understand well about grammar which is discussed about simple present tense as one of the material.

In collecting data, The researcher used to distribute a questionnaire to students which contained 30 questions and after answering the questionnaire the researchers conducted follow-up interviews to explore what difficulties were experienced by students in understanding the simple present tense and what were the most dominant difficulties experienced by students in understanding the simple present tense, as plan of testing validity and reliability of the data of this research. The researcher used expert judgments and credibility to check the validity of the data. After that, the researcher used Miles and Huberman model to analysis the data. Activities in this model are consist of three stages, as follows; data reduction, data display, and conclusion of drawing/ verification.

### **III. Reseach Result and Discussion**

#### **Reseach Result**

The first part The researcher has analyzed the answers to the questionnaire of eight students of class X Marketing at SMK Negeri 2 Kotabumi as a data source. The students selected for the research subjects with the initials HY, NS, OS, AV, EF, NF, DA, and AS, there are 4 aspects where students have difficulty understanding the simple present tense, the first is the concept of simple present tense, function, pattern and time signal in simple present tense, from the four aspects students have a lot of difficulties in the third aspect, namely the simple present tense patterns where there are six students who have difficulty students of the other aspects of her only two to four students who have difficulty in understanding simple present tense.

## **Discussion**

From the results of research findings that there are four aspects of students' difficulties in understanding the simple present tense, namely the concept of simple present tense and where the results of the study found that there were two students who had difficulties, namely students with the initials NS and NF difficulty because in learning and working on the questions given by the teacher specifically for the simple present tense material, NS & NF often uses google translate in learning so that NS & NF students do not understand the simple present tense material.

The second aspect is the function of the simple present tense. There are four students who have difficulty with the simple present tense function, the first HY students have difficulty knowing that the function of the simple present tense only tells daily activities, the second AV has difficulties. In learning, students only work on the questions given by the teacher, they

do not know the parts of the simple present tense itself, NF students do not understand the simple present tense at all, and the last one who has difficulty with the simple present tense function is that AS students do not understand the information. Time in simple present tense.

The third aspect that is part of the difficulty in the simple present tense is the pattern of simple present tense in this aspect the students who have difficulty there are six students among them, the first HY has difficulty in making simple present tense sentence patterns and sometimes greetings in the use of tobe and also the subject in the sentence, the second student of NS has difficulty in the pattern of compiling sentences and also does not know the use of tobe in simple present tense sentences and does not know the use of verbs in the simple present tense sentence pattern, the next student EF has difficulty often wrong in the preparation of sentences and incorrectly adding tobe or es in the use of the subject in the sentence

until the end there are many mistakes in working on the questions given, the fifth student who has difficulty understanding the pattern of NF sentences sometimes has a lot of errors in simple present tense sentences starting from the use of *tobe*, not in sentences positive and don't know the verb in *ka* five simple present tense, the next student who has difficulty in the simple present tense pattern, namely DA, and AS in the preparation of students has many errors in omitting the word *tobe* in sentences and also DA and AS students sometimes greet in the pattern in interrogative sentences.

The last aspect is time signal in simple present tense, the first four students who have difficulty, HY does not know the use of time signal in simple present tense, the second student AV is confused if there is an additional time in the simple present tense sentence whether there is an addition *tobe* again until finally he did not know about time signals in the simple present tense, then the students who had

difficulties, namely EF and AS in understanding the adverbs of time in the simple present tense, EF and AS, only understood the use of time like every day, yesterday that was all. From the research results that have been analyzed, While the most dominant kind of students' difficulties in understanding simple present tense at the tenth grade Marketing of SMK Negeri 2 Kotabumi academic year 2020/2021 is aspect 3 of the pattern of simple present tense.

#### **IV. Conclusion**

The conclusions is understanding the simple present tense in the tenth graders of marketing, there are eight students who have difficulty in the concepts, functions, patterns and time signals in the simple present tense, of the eight students who have been analyzed students who have difficulty in the concept of the simple present tense. are NS and NF, the students who have difficulty in understanding the pattern of simple present tense are HY, NS,

EF, NF, DA, and AS, the students who have difficulty in understanding time signal in simple present tense are HY, AV, EF, and AS.

From the results of research on students' difficulties in understanding the simple present tense, the most dominant kind of students' difficulties in

understanding simple present tense at the tenth grade Marketing of SMK Negeri 2 Kotabumi academic year 2020/2021 is in the pattern of simple present tense. From this, it can be concluded that the students still have difficulties in understanding simple present tense.

## REFERENCES

- Abdurrahman. (2003). *Kesulitan belajar pada peserta didik*. Bandung: Graha Ilmu
- Andreas. (2017). A Study on the Ability to Use Simple Present Tense. *Journal of Innovative Studies on Character and Education*, 1.
- Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktek*. Rineka Cipta
- Azar, B. S. (2006). *Understanding and Using English Grammar*. Longman.
- Basrowi & Suwandi. (2008). *Memahami Penelitian Kualitatif*. PT. Rineka Cipta
- Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd Ed)*. Addison Wesley Longman, Inc.
- Brown, H. D. (2007). *Principles of Language Learning and Teaching*. Pearson Education, Inc.
- Dewi. (2011). *Developing Students' Ability of the Simple Present Tense through Subtution Drills (A Classroom Action Research in the Seventh Grade of SMPN 6 Depok)*. Islamic University Depok
- Fartina. (2011). *Developing Students' Ability of the Simple Present Tense through Subtution Drills*. Syarif Hidayatulloh Islamic University.
- Hakim, L. N. (2013). *Ulasan Metodologi Kualitatif: Wawancara Terhadap Elit*.

*Aspirasi: Jurnal Masalah-Masalah Sosial*, 4(2), 165-172.

Listi, A. (2016). *An Error Analysis of Simple Present and Present Perfect of Students' Writing in Critical Reading and Writing Course*. Sanata Dharma University.

Megawati. (2016). Kesulitan Mahasiswa Dalam Mencapai Pembelajaran Bahasa Inggris Secara Efektif. *Jurnal Pedagogia*, 5(2), 147-156.  
<https://doi.org/10.21070/pedagogia.v5i2.246>

Martina. (2019). Tenses Understanding In Using The English Language. *English Journal of Indragiri (EJI)*, 3, 20-29. <https://doi.org/10.32520/eji.v3i1.466>

Moleong, L. J. (2017). *Metode Penelitian Kualitatif*. PT. Remaja Rosdakarya.

Natria. (2007). *Students' Errors in Using Simple Present Tense in Writing Descriptive Texts*. State University Semarang.

Pereira. (2017). *A Study on the Ability to Use Simple Present Tense by the First Grade Students of Ensino Básico Central Padre Manuel Luis Maliana in the School*. University of Jakarta.

Siswoyo. (2016). Students' Error in Using Simple Present Tense Mastery. *Jurnal Tardis Bahasa Inggris*, 9(2), 461-479.

Sugiyono. (2016). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Alfabeta.

Susanti, Elis (2019). Willengness To Communicate in foreign Language Acquisition. *Jurnal Edukasi Linga Sastra*, 17(2), 56-63

Swan, M. (2000). *Practical English Usage*. Oxford University Press.