

THE ACCURACY OF SIMPLE PRESENT TENSE IN STUDENTS' WRITING DESCRIPTIVE TEXT AT TENTH GRADE OF SMK KESEHATAN CENDIKIA HUSADA ACADEMIC YEAR 2020/2021

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Abstract The accuracy of simple present tense is the purpose of learning simple present tense which intends to train students in writing and speech that necessary. However, many students are confused in using simple present grammar. The research aims to investigate types of error and to investigate the extent of accuracy of simple present tense in writing descriptive text. The instrument used was a written test in which students were asked to write a descriptive text with the theme "My shoes". The analysis uses surface strategy taxonomy by determining the types of omission, addition, misformation, and misordering. Finding the level of accuracy, the researcher used an agreement from the simple present tense grammar which includes subject-verb agreement, verb-verb agreement, and verb-time agreement. Then, data obtained 30% omission, 11.25% addition, 50% misformation, and 8.75% misordering, errors in the simple present tense agreement, namely 98.9% subject-verb agreement, 0% verb-verb agreement, and 1.1% verb-time agreement. So the data obtained subject-verb agreement as to the most agreement error and misformation became the most error of the four types of errors. From these data, the average level of accuracy of simple present tense in writing descriptive text was 61% while the error rate was 39%.

Keywords: Accuracy, Simple Present Tense, Students' writing, Descriptive text.

I. INTRODUCTION

Accuracy is the level of accuracy in placing something close correctly. Accuracy also as information which is correct based on evidence that can be justified for the truth. Accuracy in general is right on target but right on target or precision is not the goal of this study, but this research is to identify

the level of simple present tense grammar in students' writing descriptive text. In this research, Researchers look for the extent of its accuracy, why it can be accurate, or why it is less accurate, and what causes it. Accuracy is the value of the proximity of the target or goal. Talking about accuracy, it is not be far from computation. The calculation here that the researcher look for the level of

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accuracy or closeness, grammar, simple present tense of students' writing descriptive texts. To measure the accuracy of the simple present tense, the researcher identifies the errors made by students. In this case, the students' descriptive text writing assignments become an instrument in this research. Because writing descriptive text, students use simple present tense role.

Mastering writing skill is very important in learning English because Writing is involved with other skill activities. Weigle (2009, p.15) stated that Writing can be useful for assessing other productive skill, which is speaking. It can be said that writing is a skill that connects to the other three skills namely speaking, listening, and reading. For example, learning to speak, students are not enough just to learn by practice, students must write grammar forms for speaking. It also applies to study reading students is not enough just to learn by reading practice, students need writing to read and write what conclusions from the reading, then to understand listening skill,

students do practice by listening but if students do not understand the form of listening then it will not run smoothly, the cause is not mastering grammar and grammar needs to be learned by writing.

Writing descriptive text is writing based on an object that the students saw based on the shape, size, and others. The goal means to convey information or ideas that students have. It means students will write an idea or information that must be well prepared, such as form of word choice, style of language, grammar, and others.

Descriptive text is a lesson that is often encountered by students. This lesson is a lesson that clearly describes the nature and shape of an object, and then students write based on their observations. In writing descriptive text, students need rules as a guide to writing and the rules are the grammar. Grammar is a language order, and writing is part of learning the language, so in writing descriptive text also definitely requires grammar as a guide. In the

descriptive text, the grammar used is simple present tense.

In general, simple present tense is used for activities that are repeated every day carry out by everyone; like *taking a shower every day, every morning at 7 o'clock depart for school and other*, so Simple present tense is a grammar that is taught to beginner students, the characteristics of the simple present are sentences that are used every day, so this tense is very suitable to be taught as basic grammar. However, even though it is basic grammar, of course there are some rules for using this tense. As is often found in students, namely errors in the verb agreement, it is necessary to pay attention to the simple present grammar rules.

Students' errors while writing often occur. The reason for this can be various, it can occur because students are not familiar with the subject, verb, noun, adjective, and adverb. However, in general the errors in students' writing are divided into four categories these are *omission*, *addition*, *misfomation*, and *misordering*. Omission is

an error that caused students omit grammatical morphemes example: *John drink a cup of coffee, Horses runs away*.

Addition is adding items in the sentence which is not being in the structure example:

My Mother is make cakes, Bob is often does the wrong. Misfomation is an error that

occurs because the structure is not in accordance with the rule example: *Them give me a help, Me speak French*.

Misordering is kind of error that caused wrong order in order of the language.

Example: *I feed every day my Pets*. These errors will be a benchmark in this research as a comparison to find the level of accuracy of the simple present tense in students' descriptive text writing.

In this research, the researcher will look for the level of accuracy of the simple present tense in writing students' descriptive texts, in this case the students will write a descriptive text. The researchers will allude to matters relating to the writing. In writing descriptive text, of course, there are rules that apply to the simple present tense

because writing descriptive text requires using simple present tense grammar rules such as choosing subject-verb agreement, time agreements.

Before doing the research, the researcher does an interview with the Teacher in SMK Kesehatan Cendikia Husada. The teacher told that many students at the tenth Grade of SMK Kesehatan Cendikia Husada got difficulties in writing descriptive text. The students' score of descriptive text at First Semester of Tenth grade of SMK Kesehatan Cendikia Husada Academic year 2020/2021, most of the students have low skill in descriptive text. Many students difficult to arrange the word into sentences and paragraph, moreover some students have less vocabulary. It can be conclude that there is a problem in mastering grammar simple present.

Based on the explanation above, the essential of problems that would be described in this research can be expressed by following questions:

1. What are the types and dominant errors of students in writing descriptive text?
2. To what the extent of accuracy of Simple Present Tense in writing descriptive text?

II. RESULTS AND DISCUSSION

Results

Students' error in writing descriptive text

No	Type of error	frequency	$\frac{F}{n} =$ 100
1	Omission	24	30%
2	Addition	9	11.25 %
3	Misformation	40	50%
4	Misordering	6	7.5%
Total		80	100%

In analyzing the error made by students, the researcher used surface strategy taxonomy that classified into four types: omissions, additions, misformation, and misordering. Having checked the students' result of writing, it was found

some errors. There were 24 item (30 %) omission, 40 item (50 %), misinformation , 7 item (8.75%) misordering and 9 item (11.25%) addition.

Therefore based on agreement of Simple Present Tense, There were 89 occurrences of Subject-Verb agreements, 0 occurrences of Verb-Verb agreements (0%), 1 occurrences of Verb-Time agreement (1%).

No	Type of error	frequency	$\frac{F}{n} =$ 100
1	Subject-Verb agreement	89	98.9 %
2	Verb-Verb agreement	0	0%
3	Verb-Time agreement	1	1.1%
Total		90	100%

Discussion

The purpose of writing is to convey information accurately, effectively, and precisely. In writing activities, it is important to pay attention to grammar properly. The teaching and learning process cannot be separated from mistakes. Based on this phenomenon, there are several problems in students' writing skills, in this research the most errors occurred in the disagreement between the subject and the verb, especially in the subject and auxiliary verb. Although students have to take writing subjects, in fact, there are still many students who have difficulty in writing.

From the explanation of the previous data analysis, each type of error occurred in the students' writing. The error that occurs are omission, addition, misinformation, and misordering. In addition, errors also occur in the subject-verb agreement, Verb-Verb agreement, and Verb-Time agreement.

From the discussion that has been presented, the types of error based strategy taxonomy as follows: the first and the highest error percentage got by misinformation as

many as 40 errors on 50%, This can be seen from the type of misinformation error that mostly occurs in this type of error, it was misinformation of auxiliary, The researcher guessed why this error was the highest, it was because the students thought that the subject "shoes" was a singular subject or maybe the students did not know the agreement of the subject and auxiliary verb. This relates to the second error rate, namely omission with 24 errors on percentage 30%. From the type of omission, the omission of auxiliary verb become the highest omission error, so the researcher believes that students still do not understand the form of the subject verb agreement, especially the auxiliary verb. The third is addition with 9 errors on percentage 11.25%. This addition error is ignorance or maybe the student's carelessness in providing an article and connector. The researcher suspected that students did addition to articles and connectors aimed at giving explanations and emphasizing words. However, students do not know what form to add an article and

connector. The last is misordering with 6 errors on percentage 7.5%, this is because in students' writing descriptive text, students only use a few noun phrases, adjective phrases and other phrases but rather use the subject verb pattern.

Besides that, in analyzing the level of accuracy, the type of error based on the agreement from the simple present tense obtained Subject-Verb agreement with the highest error rate, which was 89 errors made by students, meanwhile the Verb-Time agreement only had one error and the Verb-Verb agreement no error occurs. It means that 98.9% of agreement errors are obtained from the Subject-Verb agreement. It is clear that in writing descriptive text, Subject-Verb agreement pattern is a mandatory pattern. So the types of student errors are also the most from the subject-verb agreement pattern. While 1.1 percent was obtained from the Verb-Time agreement. Although the error rate of Verb-Verb agreement and verb time agreement is low, it cannot be concluded that the two agreements are accurate. It can

be seen from the previous table that there are 11 Verb-Verb agreements with 0 errors and 9 Verb-Time agreements with 1 error, when compared with the Subject-Verb agreement, there are 234 agreements with a total of 89 errors, the Verb-Verb agreement and Verb-Time agreement cannot be compared with the Subject-Verb agreement. It can be concluded that the extent of accuracy of simple present tense was still low. Furthermore, the level of accuracy of all students was on average 61% while the error rate was 39%.

III. CONCLUSIONS

The following conclusions can be drawn: From 23 students, the accuracy of simple present tense in writing descriptive text was 61%. The factors that affect the level of accuracy are the results of the Verb-Verb agreement which obtained 0 % errors and the Verb-Verb Time agreement which only obtained 1.1%. But two agreements have little effect or cannot be used as a

benchmark, because the verb-verb agreement and the verb-time agreement are used under certain conditions and are not always used. This shows that the Subject-verb agreement is an agreement that must exist in writing descriptive text. Of the three agreements, 98.8% of the Subject-Verb agreement errors were obtained, the Verb-Verb agreement was obtained 0% and the Verb-Time agreement was obtained 1.1%. The errors based on surface strategy taxonomy were obtained: 50%, misinformation, 30 % omission, 11.25% addition, and 8.75% misordering. So the dominant error is obtained from the subject-verb agreement and based on the surface strategy taxonomy, the dominant error is obtained from the misinformation.

The researcher found that there were still some mistakes made by students in using the simple present tense. Therefore, the researcher would like to provide the following suggestions:

The first for teachers, it can be used as a reference in knowing areas where students

often make mistakes in writing descriptive texts using the simple present tense, the teacher should pay more attention to Subject-Verb Agreement.

it is hoped that this research can be a kind of reference for them to conduct further research on error analysis with deeper analysis and forming results.

The second for the next researcher, This research is still far from perfect, it is hoped that other researchers can discuss and analyze student errors in depth. Meanwhile,

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