

# An Error Analysis on the Use of Simple Present Tense in Descriptive Texts Written by Pre-service Elementary Teachers

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## A B S T R A C T

This research aims to identify and classify the types of error made by first semester students of Elementary Education in using simple present tense in their descriptive texts. A quantitative approach with descriptive analysis was used as the research design. Errors were classified into four types based on Dulay's Surface Strategy Taxonomy. By utilizing the taxonomy, measurement on the chief errors and challenges of the students can be presented obviously. A total sampling technique was employed in this technique. There were 21 students of class A6-25 selected as the sample. This research reveals that the most errors of simple present tense usage are in omission error with percentage of 47.56%. There are 30.48 % errors found in addition type and 15.85 % errors in misformation type. The least error is in misordering type with percentage of 6.10%. In applying simple present tense in writing a descriptive text, the students' errors are in subject-verb agreements, differing nominal and verbal sentences, the use of auxiliary verbs, and determining the correct article, preposition, conjunction, relative pronoun in adjective clauses, and adjectives order in noun phrases.

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

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## INTRODUCTION

Mastering English is significant need for higher students to obtain academic achievement and future career development. To provide higher students with good English proficiency, English becomes compulsory course at higher level of education (Andayani, 2022). It encourages higher students to be able to communicate in English both actively and passively. Students are directed to be able to comprehend academic readings as lecture references to gain more comprehensive understanding related to their courses and articles journal to support their thesis writing (Rohayati, 2018). Students are also expected to be able to write various expression in English correctly. Besides, students are focused on practicing their oral communication in English properly and effectively. To actualize higher students' excellent English proficiency on academic purposes, students are explicitly taught with complex vocabulary, sentence structures, grammar, and discourse markers related to academic reading, writing, and speaking (Sukarno et al., 2024).

Writing is important skills in English for Foreign Language (EFL) learning. Writing skills belongs to productive skills which can be performed optimally after students conquer reading skills. Students are not able to write if they are not able to read (Nation, 2009). Writing skills are functioned to develop students' language competence on English sentence structure and grammar, encourage the use of students' vocabulary mastery, and facilitate students in expressing ideas coherently (Harmer, 2007). To obtain obvious meaning in writing skills, developing students writing skills involve the mastery of sentence structure and grammar (Nation, 2009).

Grammar is a crucial aspect in writing. Grammar is found as the core system of words arrangement in a sentence. It reveals forms and patterns of a language as how we use words order, systems of noun and verb, modifiers, phrases, and clauses in a sentence

(Prasetyaningrum et al., 2023). Writing without grammar leads confuse and the problem of grammatical errors which are affected by several factors such as language interfere, students' anxiety and motivation, limited language learning resources, complex materials, and unsupportive learning circumstances (Limeranto & Mbato, 2022). One of ways to reduce grammatical errors is comprehending tenses (Listia & Febriyanti, 2020).

Simple present tense is a tense used to describe something, tell general truth, and express activities frequently carried out. As its high frequency in everyday communication and academic context, simple present is considered as the most pivotal and must be conquered tense (Sholihin et al., 2023). Besides, simple present tense is crucial for teachers as it forms the foundation for daily communication both spoken and written, describes universal truths, reveals general statements, expresses habits and facts, and unlocks understanding of other complex texts as descriptive and procedural writing (Albab, 2014). Therefore, simple present tense should be mastered by pre-service teachers. It is expected to ease them in increasing opportunities to teach students at international schools in which English is used as the second even the first language in instructional communication (Cahyadi & Fitriyah, 2024).

However, the patterns of simple present tense often cause confuse of its complexity. Students have to understand the rules of creating simple present tense sentences as differing singular and plural subject, determining correct '-s' or '-es' suffix, and deciding auxiliary of 'do' or 'does' in negative and interrogative sentences (Sepriadi & Rachmijati, 2025). Students need more exercises to increase their awareness of the correct use of simple present tense and writing a descriptive text can be utilized to achieve it (Sepriadi & Rachmijati, 2025).

A descriptive text is defined as a text used to provide information about particular person, thing, or place. Writing a descriptive text majorly requires the use of simple present tense (Sakina et al, 2025). Simple present tense facilitates writers to create vigorous imageries and allows readers to envision the subject described (Sakina et al, 2025). The correct and precise usage of simple present tense is crucial for reviving clarity and assuring that the expected meaning is communicated to the readers effectively.

In its practice, many students still face challenges with grammar especially the usage of simple present tense in writing descriptive texts. The frequent challenges include the incorrect use of verb forms in which students hard to determine the subject and verb agreements (Setiana, 2023). Students omit '-s' or '-es' suffix on verbs with the third person singular subject or add '-s' or '-es' suffix on verbs with plural subjects. In addition, the use of auxiliary verbs as 'do' instead of 'does' confuse their writing. These grammatical errors do not only reduce the writing clarity but also represent lack of understanding of the simple present tense usage which complicate them to express ideas precisely.

To analyze students' grammatical errors in writing a descriptive text, Dulay's Taxonomy of Surface strategy is generally used. Dulay's theory classifies errors into some types including omission, addition, information errors, and sequencing errors (Suhono, 2017). It provides a systematic approach to recognize grammatical challenge of the students. The research reveals variety of error analysis including omissions, false verb forms, and incorrect use of auxiliary verbs that impede students' ability to express their idea effectively. Error analyses promote students' writing skill in developing descriptive texts. Besides, an error analysis is considered as experimental technique to ratify transfer theory which reveals psycholinguistic processes in learning a foreign language (Sakina et al, 2025). By doing an error analysis, students' grammatical errors can be scrutinized and categorized to expose something related to system running within the student (Suhono, 2017).

This research systematically applies Dulay's Surface Strategy Taxonomy to classify grammatical errors on simple present usage in descriptive texts composed by first semester students of Elementary Education Department, Universitas PGRI Yogyakarta. This research purposely examines error types related to verb forms including omission, misformations, and auxiliary verbs misuse as presented in Dulay's Surface Strategy Taxonomy. This theory presents an outline for analyzing the surface structure of language and comprehending the nature of errors in second language acquisition (Sakina et al, 2025). By this theoretical framework, this research aims at revealing a detailed analysis of grammatical difficulties

encountered by students thus it provides wider contributions on language education. Findings of this research help English educators in developing strategies of target instructional related to particular errors and improve students' writing skills.

### **Error Analysis**

Error analysis is defined as a study and an analysis of students' errors in learning a second or foreign language. It reveals systematic description and explanation of errors made by second or foreign language learners both in spoken and written use of the target language (Purba & Hutahuruk, 2022). The description and explanation include types and sources of the errors. By doing an error analysis, a second or foreign language teacher can find problems in the target language learning then consider the language reinforcement needed, obtain students' language learning progress, and determine the ways to enhance the language learning process (Nurlaily, 2022).

In conducting an error analysis, there are several scholars propose the steps of analysis. According to (Corder, 1974) there are five steps in doing an error analysis including selection, identification, classification, explanation, and evaluation. Ellis (1997) via (Setiana, 2023) mentions four steps of an error analysis including identification, description, explanation, and evaluation. Furthermore, Selinker (2008) via (Setiana, 2023) proposes six steps to do an error analysis including collecting data, identifying errors, classifying errors, quantifying errors, analysing source, and remediating.

### **The Difference between Errors and Mistakes**

Distinguishing errors and mistakes are significant in linguistics. Errors are defined as failing side of spoken or written language learned which different from preferred form of mature language representation (Dulay, Burt, & Krashen, 1982). Besides, Harmer (1998) via (Muqbel, 2018) states that errors are the outcome of incorrect rules of language learning which have been gathered in the brain incorrectly. Errors reflect the competence of a language learner (Brown, 1994). On the other hand, mistakes refer to infrequent and careless errors of a language performance affected by some factors as exhaustion, memory failure, and psychological condition. Errors are worse than mistakes since errors systematically represent lack of a target language knowledge and mistakes are not systematic which can be self-corrected and do not need to analyzed (Sakina, 2025).

### **Types of Errors**

Dulay et.al (1982) classify errors into four types including omissions, additions, misformation, and misordering. The explanations are presented as the following.

#### **Omissions**

Omissions refer to the absence of an item(s) that should present in a correct sentence structure (Muqbel, 2018). Common omissions occurred such as the absence of noun and verb inflections (-s, -es, -ing, -ed), verb auxiliaries (am, is, are, can, will, must), articles (the, an, a), and prepositions (on, in, at) (Reutzel & Schoenberg, 1997). These omissions commonly occur in grammatical morpheme and are considered as the most frequent omission errors as examples 'Mary new student' should be 'Mary is a new student' and 'She speak English fluently' should be 'She speaks English fluently'.

#### **Addition**

Additions are errors indicated by the additional presence of an unnecessary or incorrect element(s) which should not appear in a correct sentence structure (Muqbel, 2018). Addition errors commonly occur in the second or foreign language acquisition. Double markings, simple additions, and regularizations are addition error kinds which have been scrutinized in both the spoken and written second or foreign language learners.

#### **Misformation**

Misformation refers to errors indicated by the incorrect form of sentence structure or morpheme. Misformation errors consist of three types including errors of regularization (ignoring the correct rules of sentence structure and rules of exception), countable or uncountable nouns, and verbs transformation (Muqbel, 2018). Misformation errors represent the use of incorrect grammatical elements as an example 'These pen is mine' should be 'This pen is mine'.

#### **Misordering**

Misordering errors occur when students put a sentence element(s) in wrong positions (Muqbel, 2018). A morpheme or phrase is not placed in correct sentence structures thus leads to incorrect grammar and different meaning for example, 'He is all the time late' should be 'He is late all the time'. By the example, it can be inferred that misordering errors are related to students' word orders and syntax mastery in the target language. Overcoming students' difficulties on constructing well-form sentence structures helps students to encourage their intuitive understanding on sentence structure of the target language and enhance students' fluency and clarity in communication (Sakina et al., 2025).

### ***Descriptive Texts***

Descriptive text is writing that paints a vivid picture for the reader, detailing a person, place, thing, or event using sensory language, adjectives, and adverbs so the audience can clearly imagine it, often found in travel brochures, product descriptions, or personal stories (Yuliawati, 2022). Its main goal is to describe characteristics like appearance, size, shape, color, smell, and behavior, making the subject come alive through words. A descriptive text consists of two main parts including identification and descriptions (Yuliawati, 2022). Identification introduces the place, person, or things being described and descriptions provide specific details, characteristics, and qualities of the subject being described. Moreover, linguistic features applied in descriptive texts are the use of nouns, adjectives, noun phrases, linking verbs, and simple present tense (Yuliawati, 2022).

### ***Simple Present Tense***

The simple present tense is tense used to represent actions carried out in the present time. The simple present tense is commonly applied to express general truths, habits, and routines (Decapua, 2017). In writing a descriptive text, simple present tense is commonly used to state the qualities and features of the subject being described. In using simple present tense, students should pay attention to subject-verb agreement, countable and uncountable nouns, singular and plural nouns, the use of -s and -es suffix, the use of base verb, and the use of auxiliary 'do' and 'does' in negative and interrogative sentences (Decapua, 2017).

## **METHOD**

A quantitative approach with descriptive emphasis is used as the research design. the research design enables the researcher to identify and classify the students' errors on using simple present tense. The research design allows the researcher to present the data in the form of tables and eases the researcher to count the frequency of errors' occurrence including its percentages. Then, the data obtained are described and analyzed.

The research focuses on measuring and analyzing simple present tense errors in descriptive texts composed by the first semester students of elementary education department of Universitas PGRI Yogyakarta. The research design eased the way to quantify the error types made by the students and how often the errors occurred. By utilizing a quantitative approach, the research aims at presenting obvious measurement on the chief errors and challenges which students encountered thus the students' writing problems are understood easier.

### **Respondents**

Population of the research are the first semester students of elementary education department of Universitas PGRI Yogyakarta in the academic year of 2025/2026. A total sampling technique was employed in this technique. There were 21 students of class A6-25 selected as the sample of the research. Samples for this research were particularly including written works of the students which were analyzed to identify types of errors made by students in using simple present tense in descriptive texts they composed

### **Instruments**

The main instrument of this research is a written test. The first semester students of elementary education department were directed to write descriptive texts using simple present tense. The students were instructed to choose one of three topics provided including typical foods, dream countries, and great tourist attractions. The students had to compose descriptive texts which consisted of three paragraphs with five to seven sentences each. The first paragraph is the identification while the second and third paragraph are the descriptions.

Students were given 80 minutes to accomplish the writing test. The research approach allowed the researcher to collect data in the form of written works of the students authentically and directly. The data then was presented as the primary source for analyzing grammatical errors on simple present tense.

The collected written descriptive texts were analyzed to identify, classify, and examine the errors types made by the students in using simple present tense. To facilitate the systemic identification and categorization of errors, a scoring rubric based on Dulay's Surface Strategy Taxonomy was used. The instruments eased the researcher to conceive the students' writing ability and errors which appeared in their writings thus it can be utilized to evaluate and enhance grammar teaching strategies.

### **Procedures**

The research was initiated with data collection of descriptive texts composed by 21 students of class A6-25 to ensure depiction of assorted ability levels and descriptive topics. The researcher then identified the students' errors in using simple present tense in their descriptive texts. The identification focused on incorrect verb forms, errors on subject-verb agreement, and inconsistency on tense usage which were obviously marked on the students' writing sheet. The identified errors then were categorized by using Dulay's Surface Strategy Taxonomy including omission, addition, misformation, and misordering to obtain systematic understanding toward grammatical challenges faced by the students. The identified and categorized errors was meticulously documented by including the initial erroneous sentence, the rectified version, and a concise description of the error types. At last, each error type frequency was calculated to reveal the most common challenges encountered by the students.

### **Data analysis**

In this research, Dulay's Surface Strategy Taxonomy was employed to analyze the data. The process consisted of two chief steps including error identification and error classification. The errors were classified into four types including omission, addition, misformation, and misordering. The classification results were quantified based on the frequency and percentage of the each of error type by using the formula stated above. This systematic way led to an obvious and objective analysis on grammatical errors of simple present usage made by students in their descriptive texts. The classification results were then calculated based on the percentage and frequency of each error by using the following formula.

$$P = (F/n) \times 100\%$$

*Notes:*

*P: Percentage*

*F: Frequency of errors occurrence*

*N: Number of total errors.*

## **FINDINGS AND DISCUSSION**

In conducting the research, there are 21 students involved as the sample. The students were directed to write descriptive texts. They chose one of three topics provided including typical foods, dreamed countries, and great tourist attractions. Based on students' writing assignments, it was found many errors after the researcher read and examined students' writing assignments. The errors were focused on omission, addition, misformation, and misordering in constructing sentences by using simple present tense. The data were obtained by using Dulay's taxonomy theory. Based on the data analysis results, the findings of this research are presented in the following chart.

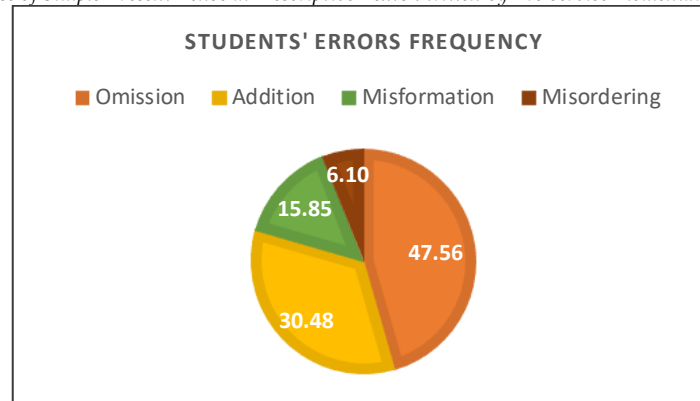


Figure 1. Students' Error Frequency of Simple Present Usage

Based on the chart above, it is known that the most errors of simple present tense usage are in omission error with percentage of 47.56%. There are 30.48 % errors found in addition type, 15.85 % errors in misformation type, and 6.10% errors in misordering type. The detail findings of students' errors on simple present tense usage are as the following.

### Types of Errors

In collecting the data, there were three topics provided. Each student chose one of the three topics. The students' errors were classified by using Dulay's Theory which consisted of four types including omission, addition, misformation, and misordering. The students' names were coded from S1 to S21 when the data were analyzed. The analysis of students' errors on using simple present tense in writing descriptive texts are presented as the following.

**Table 1.** The Results of Omission Error

| No | Students | Errors   | Corrections   | Descriptions   |
|----|----------|--|---|--|
| 1  | S1       | Rawon (1) <b>become</b> the winner of the best soup in Asia.   | Rawon <b>becomes</b> the winner of the best soup in Asia.   | Noun of the subject in this sentence is singular thus the correct verb should be added by -s suffix. The correct predicate is 'becomes'.   |
|    |          | Rawon (2) <b>serve</b> with various <b>condiment</b> such as rice, bean sprouts, salted eggs, crackers, and chili sauce. | Rawon <b>is served</b> with various <b>condiments</b> such as rice, bean sprouts, salted eggs, crackers, and chili sauce. | This sentence refers to present passive voice. Thus, it needs an auxiliary verb, is. The main verb should be changed to participle verb, served. Besides, the word of condiment in this sentence refers to variety of dishes so it should be 'condiments'.                       |
| 2  | S2       | France (3) <b>reflect</b> the unique combination of history and culture.   | France <b>reflects</b> the unique combination of history and culture.   | Subject of this sentence is singular thus the verb should be added by -s suffix to be 'reflects'.  |
|    |          | Tourist attractions of France (4) not only from the scenery.   | Tourist attractions of France <b>are</b> not only from the scenery.   | This is a nominal sentence. There is no verb. The suitable verb for this sentence is 'are' since the subject is singular.  |
|    |          | Every region (5) <b>offer</b> different cultures.  | Every region <b>offers</b> different cultures.  | The subject is singular thus -s suffix is needed. The suitable verb is 'offers'.   |
|    |          | This country (6) <b>offer</b> deep experiences.  | This country <b>offers</b> deep experiences.  | The word 'this' refers to a singular noun thus the verb should be added by -s suffix to be 'offers'.   |
| 3  | S3       | One of the most popular culture is drinking tea ceremony that (7) symbolize peacefulness and simplicity.                 | One of the most popular <b>cultures</b> is drinking tea ceremony that <b>symbolizes</b> peacefulness and simplicity       | The word 'culture' refers to more than one cultures thus it is a plural noun. -s suffix is needed to indicates the plural noun to be 'cultures'. The verb 'symbolize' refers to a culture. It is a singular noun thus the verb needs -s suffix. The verb should be 'symbolizes'. |
|    |          | Japan (8) multicultural and rich of tradition country.   | Japan <b>is a</b> multicultural and rich of <b>traditions</b> country.  | This is a nominal sentence. There is no verb. The suitable verb for this sentence is 'is' since the subject, Japan,  |

|    |     |   |   |  |
|----|-----|---|---|--|
|    |     |   |   | is singular.   |
|    |     | Japan (9) become interesting country to visit.                                      | Japan <b>becomes</b> an interesting country to visit.                                       | Subject of this sentence, Japan, is singular thus the verb needs -s suffix. The verb should be 'becomes'   |
| 4  | S4  | South Korea (10) rich with culture tradition.                                       | South Korea <b>is</b> rich of cultural <b>traditions</b> .                                  | This is a nominal sentence. There is no verb. The suitable verb for this sentence is 'is' since the subject, South Korea, is singular.   |
|    |     | This tradition (11) <b>represent</b> harmony of South Korea.                        | This tradition <b>represents</b> harmony of South Korea                                     | Subject of this sentence, this tradition, is singular thus the verb needs -s suffix. The verb should be 'represents'.  |
| 5  | S5  | <i>Bakpia</i> (12) <b>symbol</b> of Yogyakarta's warmth and hospitality.            | <i>Bakpia</i> <b>is</b> the symbol of Yogyakarta's warmth and hospitality.                  | This is a nominal sentence. There is no verb. The suitable verb for this sentence is 'is' since the subject, <i>bakpia</i> , is singular.  |
|    |     | <i>Bakpia</i> (13) <b>connect</b> people through its taste and tradition.           | <i>Bakpia</i> <b>connects</b> people through its taste and tradition.                       | Subject of this sentence, <i>bakpia</i> , is singular thus the verb needs -s suffix. The verb should be 'connects'.  |
| 6  | S6  | Lupis (14) <b>serve</b> with coconut sprinkles and palm sugar syrup.                | Lupis <b>is served</b> with coconut sprinkles and palm sugar syrup.                         | Meaning of this sentence refers to present passive voice. To construct passive meaning, 'to be' is needed. Since the subject is singular, the suitable 'to be' is 'is'. The verb should be 'is served'.                          |
| 7  | S7  | The aroma of banana leaf (15) <b>improve</b> its deliciousness.                     | The aroma of banana leaf <b>improves</b> its deliciousness                                  | Subject of this sentence, the aroma of banana leaf, is singular thus the verb needs -s suffix. The verb should be 'improves'.  |
| 8  | S8  | Japan (16) <b>have</b> four main islands.   | Japan <b>has</b> four main islands.   | Subject of this sentence is singular. The suitable verb should be 'has'.   |
|    |     | Sushi and ramen (17) a special food from Japan.                                     | Sushi and ramen <b>are</b> special foods from Japan.  | There is no 'be' in this sentence. The suitable 'be' is 'are' since the subject is plural. The word 'food' refers to sushi and ramen thus -s suffix should put to indicate plural nouns.   |
| 9  | S9  | The texture of <i>martabak</i> (18) more small and crispy outside.                  | The texture of <i>martabak</i> <b>is</b> small and crispier outside.                        | This is a nominal sentence. There is no verb. The suitable verb for this sentence is 'is' since the subject, the texture of <i>martabak</i> , is singular.   |
|    |     | In Palembang, <i>Indians'</i> <i>martabak</i> (19) must try food for tourists.      | In Palembang, <i>Indian martabak</i> <b>is</b> a must try food for tourists.                | This is a nominal sentence. There is no verb. The suitable verb for this sentence is 'is' since the subject, <i>Indians' martabak</i> , is singular.   |
| 10 | S10 | <i>Putu ayu</i> (20) easy found in traditional market.                              | <i>Putu ayu</i> <b>is</b> easy found in traditional markets.                                | This is a nominal sentence. There is no verb. The suitable verb for this sentence is 'is' since the subject, <i>putu ayu</i> , is singular.  |
| 11 | S11 | Pempek (21) usual served with cuco sauce which <b>taste</b> sour, sweet, and spicy. | Pempek <b>is</b> usually served with cuco sauce which <b>tastes</b> sour, sweet, and spicy. | This sentence refers to passive voice meaning. 'To be', is, should be added since <i>pempek</i> is a singular noun. The verb 'taste' refers to a singular noun, <i>pempek</i> , thus -s suffix is needed. It should be 'tastes'. |
| 12 | S12 | Its distinctive (22) <b>become</b> the icon of Kulonprogo.                          | Its distinctive <b>becomes</b> the icon of Kulonprogo.                                      | Subject of this sentence, its distinctive, is singular thus the verb needs -s suffix. The verb should be 'becomes'.  |
| 13 | S13 | This food (23) <b>use</b> young jackfruit for the main ingredient.                  | This food <b>uses</b> young jackfruit for the main ingredient.                              | Subject of this sentence is singular thus the correct verb should be added by -s suffix. The correct predicate is 'uses'.  |
|    |     | The long cooking process of gudeg (24) <b>make</b> it has unique taste.             | The long cooking process of gudeg <b>makes</b> it has unique taste.                         | Subject of this sentence is singular thus the correct verb should be added by -s suffix. The correct verb is 'makes'.  |
| 14 | S14 | Swiss (25) the most wonderful country for its nature.                               | Swiss <b>is</b> the most beautiful country for its nature                                   | This is a nominal sentence. There is no 'be' as the verb. The verb should be 'is'.   |

|    |     |   |   |  |
|----|-----|---|---|--|
|    |     | The low criminality (26) <b>make</b> it famous as one of the most secured countries in the world. | The low criminality <b>makes</b> it famous as one of the most secured countries in the world. | Subject of this sentence, the low criminality, is singular thus the verb needs -s suffix. The verb should be 'makes'.                            |
| 15 | S15 | The brown color (27) <b>come</b> from teak leaves in the cooking process.                         | The brown color <b>comes</b> from teak leaves in the cooking process.                         | Subject of this sentence, the brown color, is singular thus the verb needs -s suffix. The verb should be 'comes'.                                |
| 16 | S16 | Authentic rendang (28) <b>give</b> us thick and savory flavor.                                    | Authentic rendang <b>gives</b> us thick and savory flavor.                                    | Subject of this sentence, authentic rendang, is singular thus the verb needs -s suffix. The verb should be 'gives'.                              |
|    |     | Thick coconut milk and various spices (29) <b>needed</b> to make rendang                          | Thick coconut milk and various spices <b>are needed</b> to make rendang.                      | This sentence refers to passive voice meaning. 'To be', are, should be added since <i>pempek</i> is a singular noun.                             |
| 17 | S17 | Air in Banda Neira (30) <b>feel</b> fresh and comforting.   | Air in Banda Neira <b>feels</b> fresh and comforting.   | Subject of this sentence, air in Banda Neira, is singular thus the verb needs -s suffix. The verb should be 'feels'.                             |
| 18 | S18 | Coto Manggala (31) <b>use</b> many spices.  | Coto Manggala <b>uses</b> many spices.  | Subject of this sentence, Coto Manggala, is singular thus the verb needs -s suffix. The verb should be 'uses'.                                   |
| 19 | S19 | Nasi Liwet (32) originate from Solo.  | Nasi Liwet <b>originates</b> from Solo.   | Subject of this sentence, Nasi Liwet, is singular thus the verb needs -s suffix. The verb should be 'originates'.                                |
|    |     | Nasi Liwet (33) usually serve with various side dish.   | Nasi Liwet <b>is</b> usually <b>served</b> with various side dishes.                          | This sentence refers to passive voice meaning. There is no passive verbs. The passive verb should be 'is served'.                                |
|    |     | Nasi Liwet (34) <b>hold</b> deep cultural value.  | Nasi Liwet <b>holds</b> deep cultural value.  | Subject of this sentence, Nasi Liwet, is singular thus the verb needs -s suffix. The verb should be 'holds'.                                     |
| 20 | S20 | Big province (35) in Chinese Beijing, Shanghai, Guangzhou, Xian, Chengdu.                         | Big provinces in China <b>are</b> Beijing, Shanghai, Guangzhou, Xian, and Chengdu.            | This is a nominal sentence. There is no 'be' as the verb. The verb should be 'are' since the subject, big provinces in China, is plural.         |
|    |     | Shanghai (36) a modern city.  | Shanghai <b>is</b> a modern city.   | This is a nominal sentence. There is no 'be' as the verb. The verb should be 'is' since the subject, Shanghai, is plural.                        |
| 21 | S21 | Saudi Arabia (37) one of the most influential countries in the world.                             | Saudi Arabia <b>is</b> one of the most influential countries in the world.                    | This is a nominal sentence. There is no 'be' as the verb. The verb should be 'is' since the subject, Saudi Arabia, is plural.                    |
|    |     | The landscape of Saudi Arabia (38) <b>cover</b> by vast deserts.                                  | The landscape of Saudi Arabia <b>is covered</b> by vast deserts.                              | This sentence refers to passive voice meaning. 'To be', is, should be added since the subject, the landscape of Saudi Arabia, is a singular noun |

In the table above, it can be seen that there are 38 omission errors. These errors are related to the omission of -s/ -es suffix, auxiliary verb in nominal sentences, and to be in present passive voice. Omission errors of -s/-es suffix become the most omission occurred. It is found 20 of 38 omission errors belong to omission error of -s/ -es suffix as presented in data 1, 3, 5, 6, 7, 9, 11, 13, 15, 16, 22, 23, 24, 26, 27, 28, 30, 31, 32, and 34. In those data, subject of the sentences is singular. Singular subject in a verbal sentence of simple present tense requires the students to put -s/ -es suffix in the end of the verb (Decapua, 2017). Thus, students have to understand the concept of singular and plural subjects (Decapua, 2017). The understanding of singular and plural subject is also important in using nominal sentences since it is related to the determination of suitable auxiliary verb, when students have to use to be of am, is, or are (Astriyanti, 2016).

In table 1, it can be seen that there are 12 data showing errors in using auxiliary verb of nominal sentences. These occurrences can be seen in data 4, 8, 10, 12, 17, 18, 19, 20, 25, 35, 36, and 37. A nominal sentence uses auxiliary verb of 'be' like 'am', 'is', or 'are' as the main verb. In those 12 data, the students did omission errors by not writing the 'be'. It means that the students' sentences do not contain predicate. It indicates that students are still not able to

differ the concept and pattern of nominal and verbal sentences (Ermanda & Hendar, 2022). Teachers should emphasize the concept of singular and verbal sentences including its patterns to ease the students mastering simple present tense (Allen, 2005). This understanding also helps the students to express their ideas both in oral and written general communication.

Moreover, omission errors made by the students are related to meaning of the sentences. It is found 6 sentences which refers to passive voice meaning but the basic elements of it was incomplete. The predicate of a passive sentence in simple present tense consists of 'to be' and verb participle (Decapua, 2017). In data 2, 14, 21, 29, 33, and 38, it is found students that neglect the auxiliary verb or use incorrect form of the main verb. This condition should be solved to optimize the effective meaning in general communication. Teachers should give more attention to the emphasize of active and passive voice to his students through structured exercises (Hanim et al., 2024).

The second type of error in Dulay's Taxonomy theory is addition. It is found 25 errors of addition type. The addition errors found in this research are related to the addition of unnecessary auxiliary verb, -ing suffix, and -s/ -es suffix. The results are presented in the following table.

Table 2. The Results of Addition Error

| No | Students | Errors   | Corrections   | Descriptions  |
|----|----------|--|---|---|
| 1  | S1       | <i>Rawon</i> (1) <b>is becomes</b> a rich flavored food.   | <i>Rawon</i> <b>becomes</b> a rich flavored food.                                       | This is a verbal and active sentence. It does not need to use 'to be'. Subject of this sentence, <i>rawon</i> , is singular thus -s suffix is needed. The suitable verb should be 'becomes'.  |
| 2  | S2       | This country (2) <b>is have</b> great architecture heritages.  | This country <b>has</b> great architecture heritages.                                   | This is a verbal and active sentence. It does not need to use 'to be'. Subject of this sentence, <i>this country</i> , is singular thus the suitable verb should be 'has'.  |
|    |          | Paris (3) <b>is have</b> iconic landmarks as Eiffel Tower and Louvre Museum.                             | Paris <b>has</b> iconic landmarks as Eiffel Tower and Louvre Museum.                    | This is a verbal and active sentence. It does not need to use 'to be'. Subject of this sentence, <i>Paris</i> , is singular thus the suitable verb should be 'has'.   |
| 3  | S3       | In their life, Japanese people (4) <b>is</b> always <b>greet</b> s other people to <b>shows</b> respect. | In their life, Japanese people always <b>greet</b> other people to <b>show</b> respect. | This is a verbal and active sentence. It does not need to use 'to be'. Subject of this sentence, <i>Japanese people</i> is plural thus the suitable verb should be 'greet'. To infinitive does not need -s suffix. The verb should be 'show'. |
|    |          | They always (5) <b>sorting</b> trashes based on its types.   | They always <b>sort</b> trashes based on its types.                                     | This sentence does not refers to progressive meaning. Thus, the correct verb is 'sort' since the subject is 'they'.   |
| 4  | S4       | They often (6) <b>walks</b> or <b>takes</b> public transportations.                                      | They often <b>walk</b> or <b>take</b> public transportations.                           | Subject of this sentence, <i>they</i> , is a third person plural noun. Thus, the verb should be infinitive without -s suffix. The verb should be 'walk' and 'take'.   |
| 5  | S5       | Bakpia (7) <b>is becomes</b> the most famous specialties of Yogyakarta.                                  | Bakpia <b>becomes</b> the most famous specialties of Yogyakarta.                        | This is a verbal and active sentence. It does not need to use 'to be'. Thus, the suitable verb should be 'becomes'.   |
|    |          | The pastries (8) <b>covering</b> the filling.  | The pastries <b>cover</b> the filling.  | This sentence does not refer to progressive meaning. It does not need to use 'to be' and -ing suffix. The subject is plural. Thus, the suitable verb should be 'cover'.   |
|    |          | The modern bakpia (9) <b>is now serve</b> various flavors.   | The modern bakpia now <b>serves</b> various flavors.                                    | This is a verbal and active sentence. It does not need to use 'to be'. The subject is singular. Thus, the suitable verb should be 'serves'.   |
| 6  | S6       | Grated coconut (10) <b>are improves</b> the deliciousness of <i>lupis</i> .                              | Grated coconut <b>improves</b> the deliciousness of <i>lupis</i> .                      | This is a verbal and active sentence. It does not need to use 'to be'.  |

|    |     |  |  |  |
|----|-----|--|--|--|
| 7  | S7  | Klepon (11) <b>is come</b> from Java.  | Klepon <b>comes</b> from Java.   | This is a verbal and active sentence. It does not need to use 'to be'. The subject, <i>klepon</i> , is singular. Thus, the suitable verb should be 'comes'.            |
| 8  | S8  | Japan and South Korea (12) presents wonderful sceneries.                                     | Japan and South Korea (12) presents wonderful sceneries.                             | Subject of this sentence is plural. It does not need to use -s suffix. The verb should be 'present'.   |
| 9  | S9  | Palembang people (13) <b>are serves</b> martabak with curry sauce.                           | Palembang people <b>serve</b> martabak with curry sauce                              | This sentence refers to a verbal and active sentence. It does not need to use 'to be'. The subject is plural. Thus, the suitable verb should be 'serve'.               |
|    |     | Indian martabak (14) <b>is combines</b> strong spices flavor with the savory eggs and meats. | Indian martabak <b>combines</b> strong spices flavor with the savory eggs and meats. | This sentence refers to a verbal and active sentence. It does not need to use 'to be'. The subject is singular. Thus, the suitable verb should be 'combines'.          |
| 10 | S10 | Putu ayu (15) <b>is to found</b> in traditional markets.                                     | Putu ayu <b>is found</b> in traditional markets.                                     | Present passive voice does not need 'to'. The word 'to' should be deleted.   |
| 11 | S11 | Pempek and tekwan (16) <b>comes from</b> Palembang.  | Pempek is Palembang's typical food.  | Subject of this sentence is plural. It does not need to use -s suffix. The verb should be 'come'.  |
| 12 | S12 | Geblek (17) <b>is has</b> crispy texture outside and chewy inside.                           | Geblek <b>has</b> crispy texture outside and chewy inside.                           | This sentence refers to a verbal and active sentence. It does not need to use 'to be'.   |
| 13 | S13 | This food (18) <b>is usually uses</b> young jackfruits.                                      | This food usually <b>uses</b> young jackfruits.                                      | This sentence refers to a verbal and active sentence. It does not need to use 'to be'.   |
| 14 | S14 | Swiss (19) <b>is has</b> very good politic and security.                                     | Swiss <b>is has</b> very good politic and security.                                  | This sentence refers to a verbal and active sentence. It does not need to use 'to be'.   |
| 16 | S16 | Rendang (20) <b>is become</b> a delicious food in the world.                                 | Rendang <b>becomes</b> a delicious food in the world.                                | This sentence refers to a verbal and active sentence. It does not need to use 'to be'. The subject is singular. Thus, the suitable verb should be 'becomes'.           |
|    |     | We (21) <b>needs</b> long time makes rendang.  | We <b>need</b> a long time to make rendang.  | Since subject of the sentence is 'we', the verb does not need -s suffix. The verb should be 'need'.  |
| 17 | S17 | Banda Neira people (22) <b>are knows</b> friendly.   | Banda Neira people <b>are known</b> friendly.  | This sentence refers to passive voice meaning. To construct present passive, 'to be' and verb participle are needed. Thus, the correct passive verb is 'are known'.    |
| 19 | S19 | The various side dishes (23) <b>making</b> it a complete meal.                               | The various side dishes <b>make</b> it a complete meal.                              | This sentence does not refer to progressive meaning. It does not need to use 'to be' and -ing suffix. The subject is plural. Thus, the suitable verb should be 'make'. |
|    |     | Its aroma and flavor (24) <b>are gives</b> traditional impression.                           | Its aroma and flavor <b>give</b> traditional impression.                             | This sentence refers to a verbal and active sentence. It does not need to use 'to be'. The subject is plural. Thus, the suitable verb should be 'give'.                |
| 20 | S20 | Chinese people usually (25) <b>speaks</b> Mandarin.  | Chinese people usually <b>speak</b> Mandarin.  | Subject of this sentence is plural. It does not need to use -s suffix. The verb should be 'speak'.   |

Based on the table above, there are 17 errors which include unnecessary auxiliary verb. These errors can be seen in the data 1, 2, 3, 4, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, and 24. In those data, the sentences refer to active voice meaning in which the use of auxiliary verb is not required. The use of auxiliary verb in those data lead meaning confusion either it has active or passive meaning. In simple present tense, an active voice sentence needs a main verb either infinitive or infinitive with -s/ -es suffix (Hanim et al., 2024). The use of unnecessary auxiliary verb indicates that the students have not understood the concept and patterns of nominal and verbal sentences (Halimah et al., 2023). Teachers should give more examples of them thus the students will understand the differences of nominal and verbal sentences

Then, the addition errors found in this research are the use of a verb followed by *-ing* suffix. It is found 3 data which can be seen in data 5, 8, and 23. Suffix of *-ing* is used with auxiliary verb and infinitive to construct sentences or utterance which shows something in progress (Decapua, 2017). It is also used with infinitive to form gerund (Decapua, 2017). The data shows that the students have not obtained clear understanding about the sentence pattern of simple present tense.

The last errors in addition type are the use of unnecessary *-s/ -es* suffix. The students' errors can be seen in data 6, 12, 16, 21, and 25. In the data, it can be seen that subjects of the sentence are plural. Sentences of simple present tense which consist of plural subject do not require the addition of *-s/ -es* suffix in the verb (Handayani & Silitonga, 2017). This condition indicates that the students still have confusion on sentence pattern of simple present tense and singular and plural subjects. Singular and plural subjects are sometimes confusing thus teachers should provide more emphasize on it (Handayani & Silitonga, 2017).

The third error type is misformation. In the research, there are 14 data which show misformation errors. The errors of misformation include the incorrect use of auxiliary verb in nominal sentences, form of plural nouns, gerund, orders of noun phrase, subjective pronoun, relative pronoun in an adjective clause, comparative degree, and passive voice. The data can be seen in the following table.

Table 3. The Results of Misformation Error

| No | Students | Errors  | Corrections  | Descriptions  |
|----|----------|---|--|---|
| 1  | S1       | The seed (1) are grounded to be a paste and mixed on the soup.  | The seed is grounded to be a paste and mixed in the soup   | Subject of the sentence is singular. The correct 'to be' should be 'is'.<br>There is an error in using suitable preposition. The preposition should be 'in' since the paste is put into the soup.   |
|    |          | The purpose (2) is cooking long time so that the beef are tender.   | The purpose of cooking in a long time is to make the beef tender.  | There are errors in using gerund and conjunctions. Based on the sentence meaning, present progressive verb should be deleted and replaced to gerund, cooking. Besides, this sentence does not need conjunction. The sentence should be changed to be a nominal sentence with 'to infinitive'. |
| 2  | S2       | France is country in west Europe (3) reflect the unique combination of rich history and modern.                                       | France is a country in west Europe which reflects the unique combination of rich history and modernity.                        | There is an error in using article. Article 'a' should be added since it refers to 'France', a singular noun. This sentence should be constructed by using adjective clause and relative pronoun 'which' since it refers to a thing.  |
|    |          | (4) As a world of model, France offering a luxury boutiques and fashion styles.   | As a center of the world's model, France offers luxury boutiques and fashion styles.   | There is an error in using correct verb. This sentence does not have progressive meaning thus the verb should be 'offers'.  |
| 3  | S3       | One of the most popular culture (5) is drink tea ceremony.  | One of the most popular cultures is drinking tea ceremony.   | There is an error in deciding plurality of noun.<br>There is an error in using gerund. The word 'drink' should be change into gerund 'drinking'   |
| 4  | S4       | South Korea (6) have strong social value, cultural diversity, and healthy lifestyle that makes the country admiring around the world. | South Korea has strong social value, cultural diversity, and healthy lifestyle that make the country admired around the world. | There is an error in deciding the correct verb. The subject, South Korea, is singular thus the correct verb is 'has'.<br>There is an error in deciding the suitable adjective. In this sentence, the adjective has passive meaning thus it should be in participle form.                      |
| 5  | S5       | Traditionally (7) made from mung beans.   | Traditionally it is made from mung beans.  | There is no subject in this sentence. The subject should be 'it' since it refers to a thing.<br>This sentence refers to present passive   |

|    |     |   |   |   |
|----|-----|---|---|---|
|    |     |   |   | voice. The use of 'to be' and participle are needed. The suitable 'to be' should be 'is'.   |
|    |     | Bakpia holds (8) Bakpia holds cultural cultures value as a representation of Chinese and Javanese culinary tradition. | Bakpia holds cultural value as a representation of Chinese and Javanese culinary tradition. | There is an error in determining part of speech. The correct part of speech is adjective thus the word 'cultures' should be changed to 'cultural'. There is an error in using article. Article 'a' should be added. |
| 6  | S6  | Lupis is one of traditional (9) food from Central Java.   | Lupis is one of traditional foods from Central Java.  | There is an error in indicating plural meaning of 'food'. -s suffix is needed.  |
| 7  | S9  | Furthermore, (10) she also known a new variant of Indian martabak called martabak HAR.                                | Furthermore, it is also known a new variant of Indian martabak called martabak HAR.         | There is an error in determining the correct subjective pronoun. The subject refers to <i>martabak</i> which is a thing. The subject should be 'it'.  |
| 8  | S12 | Its unique shape (11) are used as batik pattern of Kulonprogo.  | Its unique shape is used as batik pattern of Kulonprogo.                                    | There is an error in determining 'to be'. Subject of this sentence is singular thus the correct 'to be' should be 'is'.   |
| 9  | S16 | The cooking process is (12) length.   | The cooking process is long.  | There is an error in determining part of speech. It should be an adjective, long.   |
| 10 | S19 | (13) He has nice aroma.   | It has nice aroma.  | There is an error in determining the correct subjective pronoun. The subject refers to <i>nasi liwet</i> which is a thing. The subject should be 'it'.  |
| 11 | S20 | Shanghai has Pearl Tower and Shanghai Tower, the second (14) tall building in the world.                              | Shanghai has Pearl Tower and Shanghai Tower, the second tallest building in the world.      | There is an error in using superlative adjective. It should be 'tallest'.   |

Based on the table above, the incorrect use of auxiliary verb in nominal sentences can be seen in the data 1, 6, and 11. In those data, the students are still not able to decide the correct one. This error is caused by the lack understanding of singular and plural nouns and the basic rule of grammar in simple present tense. Then, the misformation errors are in the incorrect form of plural nouns which can be seen in the data 9. The adjective phrase 'one of ...' should be followed by plural noun, but the student put singular noun. Other errors are in the use of gerund. It can be seen in the data 2, 4, and 5. In those data, the students use infinitive instead gerund which causes incorrect formation of the sentences.

The next misformation errors are on the orders of noun phrase. It can be seen in the data 2 and 4. In the research, misformation errors are also on the use of subjective pronoun. The data can be seen in the data 9 and 13. The data 9 shows that the students used incorrect subjective pronoun of she to represent 'martabak HAR'. The data 13 shows that the students used subjective pronoun of 'he' to represent 'nasi liwet' in which 'nasi liwet' is a thing. It reflects that the students have not understood the use of correct subjective pronouns.

Then, the misformation error is in the use of relative pronoun in an adjective clause. The error can be seen in the data 3. The next misformation error is in the use of comparative degree of superlative comparison. It can be seen in the data 20. In the data 7 it was found of misordering in relation to the use of passive voice. In the data, the student neglected the use of subject and 'be'. The last error in misordering type is on the use of correct part of speech. These errors can be seen in the data 8 and 12. In those data, the students used noun instead of adjective.

The last type of error is misordering. There are 5 errors found in misordering type. The errors are related to the incorrect order of noun phrase constructions which engage the use of adjective orders. The order of adjectives is sometime confusing. Teachers should find suitable methods to teach adjectives order and engage the students in the learning process actively (Halimah et al., 2023). Thus, it can be understood by the students easily. The data are presented in the following table.

Table 4. The Results of Misordering Error

| No | Students | Errors   | Corrections  | Descriptions  |
|----|----------|--|--|---|
| 1  | S1       | Rawon is (1) <b>soup meat popular</b> in Indonesia.        | Rawon is a <b>popular meat soup</b> in Indonesia.      | There is an error in ordering an adjective phrase.                              |
| 2  | S2       | France is famous of its (2) <b>architectures classic</b> . | France is famous of its <b>classic architectures</b> . | Article 'a' should be added. There is an error in ordering an adjective phrase. |
| 3  | S8       | Fuji is a (3) <b>heritage world</b> site.                  | Fuji is a <b>world heritage</b> site.                  | There is an error in ordering an adjective phrase.                              |
| 4  | S15      | (4) <b>Process the cooking</b> takes a long time.          | <b>The cooking process</b> takes a long time.          | There is an error in ordering an adjective phrase.                              |
| 5  | S19      | Nasi liwet has (5) <b>meaning culture deep</b> .           | Nasi liwet has <b>deep cultural meaning</b> .          | There is an error in ordering an adjective phrase.                              |

Based on the errors found in the tables above, it can be seen that there are 82 errors made by the students in using simple present tense. The errors types are various including omissions, additions, misformation, and misordering. Omissions errors are the most common made by the students and accordingly followed by addition, misformation, and misordering errors. Frequency of errors made by the students can be seen in the following table.

Table 5. The Total of Students' Errors on Simple Present Tense Usage in Writing Descriptive Texts

| Students     | Types of Error |           |              |             | Total Errors |
|--------------|----------------|-----------|--------------|-------------|--------------|
|              | Omission       | Addition  | Misformation | Misordering |              |
| S1           | 2              | 1         | 2            | 1           | 6            |
| S2           | 4              | 2         | 2            | 1           | 9            |
| S3           | 3              | 2         | 1            | 0           | 6            |
| S4           | 2              | 1         | 1            | 0           | 4            |
| S5           | 2              | 3         | 2            | 0           | 7            |
| S6           | 1              | 1         | 1            | 0           | 3            |
| S7           | 1              | 1         | 0            | 0           | 2            |
| S8           | 2              | 1         | 0            | 1           | 4            |
| S9           | 2              | 2         | 1            | 0           | 5            |
| S10          | 1              | 1         | 0            | 0           | 2            |
| S11          | 1              | 1         | 0            | 0           | 2            |
| S12          | 1              | 1         | 1            | 0           | 2            |
| S13          | 2              | 1         | 0            | 0           | 3            |
| S14          | 2              | 1         | 0            | 0           | 3            |
| S15          | 1              | 0         | 0            | 1           | 2            |
| S16          | 2              | 2         | 1            | 0           | 5            |
| S17          | 1              | 1         | 0            | 0           | 2            |
| S18          | 1              | 0         | 0            | 0           | 1            |
| S19          | 3              | 2         | 1            | 1           | 7            |
| S20          | 2              | 1         | 1            | 0           | 4            |
| S21          | 2              | 0         | 0            | 0           | 2            |
| <b>Total</b> | <b>38</b>      | <b>25</b> | <b>14</b>    | <b>5</b>    | <b>82</b>    |

Based on the frequency of errors above, it can be presented the percentage of each error type as the following.

Table 6. Percentage of Errors

| No | Types of Errors | Frequency of Errors | Percentage of Errors           |
|----|-----------------|---------------------|--------------------------------|
| 1  | Omission        | 38                  | $38/82 \times 100\% = 47.56\%$ |
| 2  | Addition        | 25                  | $25/82 \times 100\% = 30.48\%$ |
| 3  | Misformation    | 14                  | $14/82 \times 100\% = 15.85\%$ |
| 4  | Misordering     | 5                   | $5/82 \times 100\% = 6.10\%$   |
|    | Total           | 82                  | 100%                           |
|    | Maximum         | 38                  | 47.56%                         |
|    | Minimum         | 5                   | 6.10%                          |

Based on the percentage table above, it is revealed that the most errors of simple present tense usage are in omission error with percentage of 47.56% or 38 errors made by the students. This highest type of error indicates that the students encountered difficulties in understanding subject-verb agreement and differing singular and plural nouns. These lead the students omitted the required grammatical elements in sentences they wrote by using simple present tense. The second highest type of errors made by the students is addition with percentage of 30.48 % or 25 errors found in the students' writing. The findings indicate that students

experienced difficulties in understanding subject-verb agreement, differing singular and plural nouns, using auxiliary verbs, and differing the concept of constructing nominal and verbal sentence in simple present tense. These obstacles initiated the students to add unnecessary grammatical elements which confused the readers in understanding meaning of sentences they wrote. Moreover, 15.85 % or 14 misformation errors found indicates that students encountered difficulties in determining the correct auxiliary verbs, pronouns, singular and plural nouns, articles, prepositions, gerunds, and relative pronouns in adjective clauses. Lastly, the least common type of errors made by the students is misordering with 6.10% or 5 occurrences. These errors revealed that the students encountered difficulties in arranging adjective orders to construct noun phrases.

Furthermore, findings of this research reveal the need of emphasize on teaching strategies to resolve the matter of students' difficulties in understanding the use of grammatical rules in real practice of written and oral communication. By emphasizing teaching strategies on the most frequent errors in simple present tense usage, lecturers can provide better encouragement for students in enhancing grammar mastery especially the use of simple present tense and writing proficiency. Thus, students will be able to use the grammar elements precisely and effectively.

## CONCLUSIONS

Based on the research findings, it is found four types of errors made by the first semester students of Elementary Education Department of Universitas PGRI Yogyakarta in applying simple present tense in writing a descriptive text. The most errors of simple present tense usage are in omission error with percentage of 47.56%. There are 30.48 % errors found in addition type and 15.85 % errors in misformation type. The least errors are in misordering type with percentage of 6.10%. In applying simple present tense in writing a descriptive text, the students' errors are in subject-verb agreement, differing nominal and verbal sentences, the use of auxiliary verbs, and determining the correct article, preposition, conjunction, relative pronoun in adjective clauses, and adjectives order in noun phrases. Moreover, based on findings of the research, the researcher offers recommendations for English educators, students, and future researchers. English educators are advised to provide emphasizes on the teaching strategies for targeted grammar by facilitating students with activities and exercises related to subject-verb agreement, nominal and verbal sentences, auxiliary verbs, article, preposition, conjunction, relative pronoun, and adjectives order. The learning activities should engage students' participation actively, provide understandable examples, and utilize the use of visual or audio-visual instructional media in the learning process. Corrective feedbacks should be conveyed to improve students' English learning experience. Students are expected to engage themselves more in using simple present tense through writing and reading activities. Future researchers are suggested to explore factors affecting students' simple present tense mastery, investigate students' difficulties in simple present tense usage, and reveal effective teaching methods to enhance students' simple present tense mastery.

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