

An Analysis of Errors in the Use of Simple Present Tense in Descriptive Text Written by Students at SMKN 5 Palu

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ABSTRACT

Grammar proficiency is vital for effective writing in English, particularly concerning the simple present tense in descriptive texts. While numerous studies have documented common grammatical errors, a gap exists in understanding the specific errors made by students at SMKN 5 Palu. This research aimed to identify and classify the types of errors made by tenth-grade students in their use of the simple present tense in descriptive texts and to determine the most prevalent error types. Employing a quantitative descriptive approach and Dulay's Surface Strategy Taxonomy, data were collected from 15 students through their written texts. The findings indicated that omission errors were the most frequent, accounting for 57.97% of total errors, followed by missordering errors at 8.70%. These results highlight significant challenges with subject-verb agreement and the correct application of auxiliary verbs. The study concludes that enhancing grammar instruction and incorporating error analysis can substantially improve students' writing proficiency. These findings underscore the need for targeted interventions in grammar education to address specific error patterns and enhance overall writing skills.

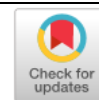
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INTRODUCTION

Grammar proficiency was crucial for pupils' ability to write in English. Standard and formal language use in school writing classes was closely related to pupils' command of grammar, particularly tenses. Because of this, students frequently had grammar that was difficult to learn for foreign language learners because each language had its own grammar rules (Lestari, 2020). Grammar was the major system in the arrangement of words in a sentence. It told us about forms and patterns in language. In addition, it also told us how to correctly put a sentence together, such as the use of word order, verb and noun systems, modifiers, phrases, and clauses in each sentence. Particularly, writing without grammar would have been confusing, causing problems such as grammatical errors in writing. The problems above could have been influenced by some factors. These coming from students' writing were motivation, cognitive ability, inelegancy questions, and talent. The other factor was external, such as curriculum, approach, and method in the learning (Auliya, 2016).

The simple present tense played a significant role in descriptive texts, as it was commonly used to describe habitual actions, general truths, and characteristics of people, places, or objects. In descriptive writing, the simple present tense helped create vivid imagery and allowed readers to visualize the subject being described. Its correct usage was vital for maintaining clarity and ensuring that the intended meaning was effectively communicated to the audience. In descriptive text, the simple present tense was dominantly used. The simple present tense was used to show actions, events, or states that happened habitually or as a general rule (Reutzel & Schoenberg, 1997). There were some rules that had to be followed in creating sentences using the simple present tense. Students had to know whether the subject was singular or plural so that they could decide whether or not they had to add a suffix after verb 1. Then students also had to know which suffix should be used (-s or -es). In addition,

they also had to understand the use of 'do' and 'does' in negative and interrogative forms (Yuliawati, 2022).

However, many students faced significant challenges with grammar, particularly in their use of tenses. Common issues included the incorrect application of verb forms, where students struggled to conjugate verbs correctly according to the subject. They often omitted the necessary "s" or "es" endings in the third person singular, which led to confusion in their writing. Additionally, mistakes with auxiliary verbs, such as using "do" instead of "does," further complicated their writing. These grammatical errors not only obscured the clarity of their writing but also highlighted a broader struggle with understanding tense usage, making it difficult for students to express their ideas accurately (Siregar & Zuriani, 2020).

Previous research consistently showed that students often made grammatical errors in their descriptive writing. Dulay's Taxonomy of Surface Strategies theory was commonly used to analyze grammatical errors in descriptive writing. This theory categorized errors into several types such as omission, information errors, addition, and sequencing errors, providing a structured approach to understanding students' grammatical challenges. Research documented various types of errors, including omissions, incorrect verb forms, and misuse of auxiliary verbs, which hindered students' ability to communicate effectively. These findings underscored the need for targeted interventions to address the specific grammatical challenges faced by students in this area, as they often hindered the overall quality of their writing. Error analysis also contributed to the skill development of descriptive text writers. Error analysis was an experimental technique for validating theory transfer theories that aimed to tell us something about the psycholinguistic processes of language learning. This meant error analysis was a type of analysis that analyzed students' errors in learning a foreign language that could be observed and classified to reveal something about the system operating within the student (Mukarromah & Suryanto, 2022).

Despite the existing literature, there remained a significant gap in understanding the specific types of errors made by students at SMKN 5 Palu when using the simple present tense in their descriptive texts. While previous studies documented common grammatical errors among students in various contexts, they often lacked a focused examination of how these errors manifested in the writing of this particular student population. Additionally, many studies did not explore the underlying reasons for these errors, such as students' misconceptions about tense usage or their familiarity with the rules governing the simple present tense. This lack of targeted research meant that educators may not have had access to the specific insights needed to address the unique challenges faced by students at SMKN 5 Palu. Therefore, a comprehensive analysis of the errors made by these students, grounded in Dulay's Surface Strategy Taxonomy, was essential to fill this gap and inform effective instructional strategies tailored to their needs.

This study was important as it aimed to fill this research gap by providing a detailed analysis of the errors made by students in their use of the simple present tense in descriptive writing. By identifying and categorizing these errors, the research offered valuable insights into the students' writing challenges and contributed to the development of effective instructional strategies that could enhance their grammatical proficiency and overall writing skills.

The scope of this research focused on identifying and categorizing the grammatical errors that students at SMKN 5 Palu made in their use of the simple present tense within descriptive texts. The study specifically examined the types of errors related to verb forms, including omissions, misformations, and the misuse of auxiliary verbs, as outlined in Dulay's Surface Strategy Taxonomy (Dulay et al., 1982a). This theory provided a framework for analyzing the surface structure of language and understanding the nature of errors in second language acquisition. By applying this theoretical lens, the research aimed to provide a detailed analysis of the grammatical challenges that students faced, thereby contributing to the broader field of language education. The findings were relevant for educators seeking to develop targeted instructional strategies that addressed these specific errors and enhanced students' writing skills in English.

The first study was conducted by (Pancawati & Dwiastuty, 2021) this qualitative study analyzed errors (misformation, misordering, addition, omission) made by ninth-grade students in descriptive texts using the simple present tense at SMPIT Nurul Ihsan, focusing on the influence of their first language (L1) and applying Dulay's Surface Strategy Taxonomy. The findings aim to improve teaching strategies and emphasize the importance of continuous assessment and feedback.

The second study was conducted by (Maru'ao, et al. 2022) this descriptive qualitative study analyzed errors (omission, misformation, addition, misordering) made by eighth-grade students in simple present tense usage within descriptive texts, identifying omission as the most prevalent error (49%). The research also investigated error sources (intralingual and interlingual) and highlighted the importance of document analysis to inform teaching practices.

Both previous research and my study similarly focused on analyzing grammatical errors in students' descriptive writing, specifically concerning the simple present tense. They both aimed to identify and analyze error types, emphasized the importance of grammatical proficiency, and utilized error analysis to understand learning challenges. Both also highlighted the need for targeted instructional strategies to improve writing skills and overall language proficiency, thereby contributing to the field of language education. The key distinction of my research from previous studies lies in its specific focus and context. While earlier research broadly examined grammatical errors in descriptive writing across various educational settings, my study uniquely targeted students at SMKN 5 Palu, allowing for a more nuanced understanding of their particular challenges. Furthermore, my research systematically applied Dulay's Surface Strategy Taxonomy to categorize errors, providing a clearer framework for understanding their causes and aiming to directly inform tailored instructional strategies for these specific students, unlike the more general insights offered by prior studies.

Error Analysis

Error analysis was very important because the researcher aimed to identify the types of errors made by students in using the present tense in writing descriptive texts and the factors that influenced their (Setiana, 2023). Furthermore, error analysis was a kind of analysis used by both teachers and researchers that involved collecting samples of learner language, identifying the errors in the samples, describing these errors, classifying them according to their hypothesized causes, and evaluating their seriousness. This meant that error analysis was a method for analyzing the errors made by learners in learning the target language. The students still made errors when writing descriptive texts. It was normal for anyone who learned a second language that was different from their mother tongue. Errors were systematic, and different grades made different errors. English teachers realized that English was one of the difficult subjects because the construction of sentences in English was different from the Indonesian language (Vera, et al. 2019). This meant that errors were created because there was a problem in learning the target language. Both teachers and researchers could find the errors made by the learners because the learners had learned unsuccessful language. Learning a foreign language like English was different from learning a first language or mother tongue.

The Difference Between Errors and Mistakes

It was important in linguistics to distinguish between errors and mistakes. Errors happened because of systematic deviation where the learners' lacked competencies in the target language rules and did not notice the errors they made. While mistakes were actions that occurred in the wrong way or represented an incorrect opinion, they could be caused by human error and could be self-corrected. According to Corder (1967), errors were systematic errors of competence that represented a transitional stage of the learner's knowledge. Mistakes, on the other hand, referred to occasional and haphazard errors of performance caused by factors such as fatigue, memory lapses, and psychological conditions such as strong emotion. Because they reflected inadequate learning, errors in competence were considered more serious than performance errors. To sum up, errors were different from mistakes. Errors

were systematic errors in competencies, indicating that the students lacked knowledge about the target language. Mistakes, which were not systematic, were usually called performance errors, where these errors could be self-corrected and did not need to be analyzed.

Types of Error

Errors could be classified into four types: omission, addition, misformation, and misordering (Dulay et al., 1982a).

Omission

When a learner left off necessary items that must have appeared in a well-formed utterance, that learner committed an omission error. For example, morphemes or words could be distinguished into two classes: content words (e.g., nouns, verbs, adjectives, and adverbs) and grammatical words such as noun and verb inflections (-s, -ed, -ing), articles (a, an, the), verb auxiliaries (is, am, are, will, can, must, etc.), and prepositions (in, on, at, etc.). Language learners generally omitted grammatical morphemes much more frequently than content words, as seen in examples like "John new student," "He speak English well," and "She eating dinner" (Suhono, 2017).

Addition

Addition errors, which were the contrary of omission, were characterized by the presence of items that should not have appeared in a well-formed utterance. Generally, this occurred in the second language acquisition of the learner. Regularizations, double markings, and simple additions were kinds of addition errors that had been examined in the speech of both first language and second language learners.

Misformation (Selection)

Misformation referred to errors characterized by the use of the wrong form of a structure or morpheme. There were three types of misformation, namely regularization errors (neglecting exceptions and disseminating rules to domains where the learner did not use the rules), transformation of verbs, and countable or uncountable nouns. For instance, errors included "falled," "runned," "womans," "phenomenons," "critorions," etc. Archi-forms involved the selection of one member of a class of forms to represent others in the class.

Misordering

Misordering errors occurred when a morpheme or phrase was placed incorrectly within an utterance, leading to sentences that sounded unnatural or were grammatically incorrect. These errors could arise systematically in both first and second language acquisition, even in constructions that learners had already mastered. For example, in the sentence "He is all the time late," the phrase "all the time" was misordered. A more natural construction would have been "He is late all the time." Such errors highlighted the challenges learners faced in mastering the syntax and word order of the target language. Addressing misordering errors was important for language learners, as it helped them develop a more intuitive understanding of sentence structure and improved their overall fluency and clarity in communication.

Descriptive text is a type of text used by the writer when he/she wants to tell how something looks, smells, feels, acts, tastes, and sounds (Syahputri & Masita, 2018). Descriptive text was a genre of writing that aimed to provide a detailed portrayal of a person, place, object, or event. There were several significant grammatical features of descriptive text, focusing on the specific participant, using the simple present tense, and employing adjectives and adverbs that described the object, as well as numbering or classifying something (Purba & Sohnata Hutaaruk, 2022).

Tense was a tool that English speakers use to express time in their language (Rahmadhani, et al. 2024). The simple present tense was a kind of tense that denoted an action or event in the present time, which was in general time. It was a grammatical tense that had the function of showing a situation or event in the present time. The simple present tense expressed events or situations that existed always, habitually, and usually.

METHOD

The research design used a quantitative approach with a descriptive focus. This meant the study concentrated on measuring and analysing the mistakes made by class X students at SMKN 5 Palu when using the simple present tense in their descriptive writing. This design helped quantify the types of errors students made and how often they occurred. By using this approach, the research aimed to provide clear statistics on the main errors and challenges that students faced, making it easier to understand their writing problems.

Respondents

The population of this study consisted of class X students at SMKN 5 Palu, and the study involved 15 students from class X A TKJ were selected as the sample for this study using a total sampling technique. The sample for this study specifically included the students' written work, which was analyzed to identify the types of errors made in using the simple present tense in their descriptive texts. This adjustment aligned with the problem statement, which focused on understanding the types and dominant errors made by students in their writing, allowing for a thorough examination of their written work to address the research objectives effectively.

Instruments

The primary instrument in this research was a written test in which class X students at SMKN 5 Palu were asked to write descriptive texts using the simple present tense. The test provided instructions for students to create descriptive texts on the topic of describing people with a maximum of 10 sentences. Students were given 45 minutes to complete the writing task. This approach allowed the researcher to collect data in the form of students' written work directly and authentically, which served as the primary source for analyzing grammatical errors.

The collected written texts were then analyzed to identify, classify, and examine the types of errors made by students, particularly in their use of the simple present tense. To facilitate systematic identification and categorization of errors, a specific scoring rubric based on Dulay's Surface Strategy Taxonomy was employed. This instrument enabled the researcher to understand students' writing abilities and the common errors that arose, allowing the results to be used to evaluate and improve grammar teaching strategies.

Procedures

The research commenced with data collection through a descriptive writing test administered to 15 selected students, ensuring representation of various ability levels and descriptive topics within the "describing people" theme. Following data collection, the researcher meticulously identified errors in the students' use of the simple present tense, focusing on incorrect verb forms, subject-verb agreement errors, and inconsistent tense usage, which were clearly marked within the texts. The identified errors were then categorized using Dulay's Surface Strategy Taxonomy, encompassing omission, addition, misformation, and misordering, to systematically understand the nature of the grammatical challenges. Each identified and categorized error was thoroughly documented, including the original erroneous sentence, the corrected version, and a brief description of the error type. Finally, the frequency of each error type was calculated to determine the most common problems faced by the students.

Data Analysis

In this research, the data were analyzed using Dulay's Surface Strategy Taxonomy. The process involved two main stages: error identification and error classification. Errors were classified into four types: omission, addition, misformation, and misordering. The results of this classification were then quantified based on the frequency and percentage of each error type using the formula mentioned above. This systematic approach allowed for a clear and objective analysis of the grammatical errors present in the students' descriptive texts. The results of the classification were calculated based on the frequency and percentage of each error using the formula below.

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

Notes:

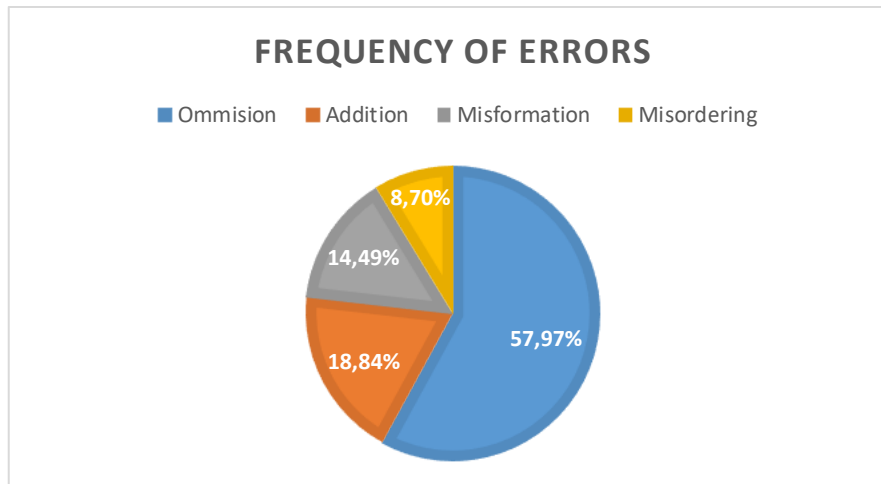
P: Percentage

F: Frequency of errors occurrence

N: Number of total errors.

FINDINGS AND DISCUSSION

There were many errors that the researcher found after reading and examining the students' assignments, but as mentioned in the previous chapter, the researcher focused on forms of errors such as omission, addition, misformation, and misordering. The researcher took 15 students as samples for this study. The data was found by using Dulay's taxonomy theory formula. The researcher analyzed the dominant types of errors in writing descriptive text of tenth grade students. In this part, the researcher elaborates the result of this research into pie chart.



The pie chart above, based on the student's error in writing descriptive text. The researcher elaborated the results of the pie chart above. The participants were 15 students. Based on the pie chart, 57,97% of the students made errors in omission. There was 18,84% of the student made errors in addition, 14,49% off the student made errors in misinformation, and 8,70% off the students made error in missordering. Based on the pie chart above, the dominant types of error that were made by students is omission. From the test results, the researcher found some findings of the types of errors made by the students as follows.

Types of Errors

In collecting data, the researcher gave the topic of describing people. The researcher classifies errors based on Dulay's theory, the kinds of errors are omission, addition, misformation, and misordering (Dulay et al., 1982). The test was taken by fifteen students. The researcher did not mention the names of those 15 students when analyzing the data. The researcher coded every participant instead from S1 to S15. The analysis types of errors in students writing descriptive text can be seen below.

Table 1. The Result of Omission of Error

No	Students	Errors	Correction	Description
1	S1	My mother always (1) wake up early in the morning	My mother always wakes up early in the morning	(1) an error in verb form usage. The verb "wake" should be in the form "wakes" to agree with the singular subject "my mother."
		She (2) cooking breakfast for all family every day	She is cooking breakfast for the whole family every day.	(2) The sentence is missing the auxiliary verb "is" before "cooking," which is necessary to form the present continuous tense.
		Her favorite (3) hobbies is gardening and reading books	Her favorite hobbies are gardening and reading books.	(3) Because she has two hobbies, so she uses the "are".
			She sometimes forgets to switch off the lights	(4) There is an error in verb form usage. The verb "leave"

		She sometimes forgets to switch off the lights when she (4) leave the room.	when she leaves the room.	should be changed to "leaves" to agree with the singular subject "she".
2	S2	He (5) work hard every day to support our family.	He works hard every day to support our family	(5) There is an error in verb form usage. The verb "work" must be changed to "works" to agree with the singular subject "he".
3	S3	She (6) like to play basketball every weekend. She (7) enjoy watching movies and reding books. My friend always (8) help other when they need. My friend (9) have many talents and is admired by everyone.	She likes to play basketball every weekend. She enjoys watching movies and reading books. My friend always helps others when they need. My friend has many talents and is admired by everyone.	(6) There is an error in verb form usage. The verb "like" should be changed to "likes" to agree with the singular subject "he". (7) There is an error in verb form usage. The verb "enjoy" must be changed to "enjoys" to agree with the singular subject "she". (8) There is an error in verb form usage. The verb "help" must be changed to "helps" to agree with the singular subject "my friend". (9) There is an error in verb form usage. The verb "have" should be changed to "has" to agree with the singular subject "my friend".
4	S4	She (10) wake up early every day to prepare breakfast. She always (11) help me with my homework after school. My mother (12) enjoy spending time with our family on weekends.	She wakes up early every day to prepare breakfast. She always helps me with my homework after school. My mother enjoys spending time with our family on weekends.	(10) There is an error in verb form usage. The verb "wake" must be changed to "wakes" to agree with the singular subject "she". (11) There is an error in verb form usage. The verb "help" must be changed to "helps" to agree with the singular subject "she". (12) There is an error in verb form usage. The verb "enjoy" must be changed to "enjoys" to agree with the singular subject "my mother".
5	S5	My mother always (13) wake up early in the morning to prepare breakfast. She (14) help me with my homework after school every day. My mother (15) go to the market on Saturdays to buy fresh vegetables.	My mother always wakes up early in the morning to prepare breakfast. She helps me with my homework after school every day. My mother goes to the market on Saturdays to buy fresh vegetables.	(13) There is an error in verb form usage. The verb "wake" must be changed to "wakes" to agree with the singular subject "my mother". (14) There is an error in verb form usage. The verb "help" must be changed to "helps" to agree with the singular subject "she". (15) There is an error in verb form usage. The verb "go" must be changed to "goes" to agree with the singular subject "my mother".
6	S6	My brother (16) a funny and energetic person. He (17) play video games every evening after school.	My brother is a funny and energetic person. He plays video games every evening after school.	(16) There is an error in verb form usage. The verb "play" is incorrectly used; it should be "is" to correctly describe the subject "my brother".

				(17) There is an error in verb form usage. The verb "play" must be changed to "plays" to agree with the singular subject "he".
7	S7	She (18) have a beautiful voice that captivates many people. Her songs (19) talks about love and life lessons.	She has a beautiful voice that captivates many people. Her songs talk about love and life lessons.	(18) There is an error in verb form usage. The verb "have" must be changed to "has" to agree with the singular subject "she". (19) There is an error in verb form usage. The verb "talks" must be changed to "talk" to agree with the plural subject "her songs".
8	S8	He (20) play for Paris Saint-Germain and is very talented. His skill (21) makes him one of the best players in the world Messi usually (22) usually train hard to maintain his fitness.	He plays for Paris Saint-Germain and is very talented. His skill make him one of the best players in the world Messi usually trains hard to maintain his fitness.	(20) There is an error in verb form usage. The verb "play" must be changed to "plays" to agree with the singular subject "he". (21) There is an error in verb form usage. The verb "makes" is correct as it agrees with the singular subject "his skill". However, if the context implies a plural subject, it should be "make". In this case, the correction is not needed as "makes" is appropriate. (22) There is an error in verb form usage. The verb "train" must be changed to "trains" to agree with the singular subject "Messi".
9	S9	She always (23) help me with my schoolwork. My sister (24) like to listen to music in her free time. My sister enjoys cooking and (25) bake cakes for our family.	She always helps me with my schoolwork. My sister likes to listen to music in her free time. My sister enjoys cooking and baking cakes for our family.	(23) There is an error in verb form usage. The verb "help" must be changed to "helps" to agree with the singular subject "she". (24) There is an error in verb form usage. The verb "like" must be changed to "likes" to agree with the singular subject "my sister". (25) There is an error in verb form usage. The verb "bake" should be in the gerund form "baking" to maintain parallel structure with "cooking".
10	S10	She (26) draw beautiful pictures and loves to paint. She (27) have a great sense of style and fashion.	She draws beautiful pictures and loves to paint. She has a great sense of style and fashion.	(26) There is an error in verb form usage. The verb "draw" must be changed to "draws" to agree with the singular subject "she". (27) There is an error in verb form usage. The verb "have" must be changed to "has" to agree with the singular subject "she".
11	S11	He (28) work as an engineer and love his job He often (29) cook delicious meals for us.	He works as an engineer and love his job He often cooks delicious meals for us.	(28) There is an error in verb form usage. The verb "work" must be changed to "works" to agree with the singular subject "he".

				(29) There is an error in verb form usage. The verb "cook" must be changed to "cooks" to agree with the singular subject "he".
12	S12	He always (30) make everyone smile with his jokes. He (31) have a great talent for sports and music.	He always makes everyone smile with his jokes. He has a great talent for sports and music.	(30) There is an error in verb form usage. The verb "make" must be changed to "makes" to agree with the singular subject "he". (31) There is an error in verb form usage. The verb "have" must be changed to "has" to agree with the singular subject "he".
13	S13	She (32) like to read novels and writes stories. She always (33) help me when I have problems. My friend (34) enjoy attending music concerts and art exhibitions. She has many (35) friend who always support her.	She likes to read novels and writes stories. She always helps me when I have problems. My friend enjoys attending music concerts and art exhibitions. She has many friends who always support her.	(32) There is an error in verb form usage. The verb "like" must be changed to "likes" to agree with the singular subject "she". (33) There is an error in verb form usage. The verb "help" must be changed to "helps" to agree with the singular subject "she". (34) There is an error in verb form usage. The verb "enjoy" must be changed to "enjoys" to agree with the singular subject "my friend". (35) There is an error in noun form usage. The noun "friend" must be changed to "friends" to agree with the plural context indicated by "many".
14	S14	She always (36) help me with my studies and notes. My friend (37) enjoy reading books and sharing stories. She (38) have a great sense of humor and makes everyone laugh.	She always helps me with my studies and notes. My friend enjoys reading books and sharing stories. She has a great sense of humor and makes everyone laugh.	(36) There is an error in verb form usage. The verb "help" must be changed to "helps" to agree with the singular subject "she". (37) There is an error in verb form usage. The verb "enjoy" must be changed to "enjoys" to agree with the singular subject "my friend". (38) There is an error in verb form usage. The verb "have" must be changed to "has" to agree with the singular subject "she".
15	S15	She always (39) perform in television shows. She (40) share her daily life and experiences online.	She always performs in television shows. She shares her daily life and experiences online.	(39) There is an error in verb form usage. The verb "perform" must be changed to "performs" to agree with the singular subject "she". (40) There is an error in verb form usage. The verb "share" must be changed to "shares" to agree with the singular subject "she".

Table 2. The Result of Addition Error

No	Students	Errors	Corrections	Description
1	S1	She has (1) a long black hair and kind eyes.	She has long black hair and kind eyes.	(1) Error adding article

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		My mother (2) is takes care of us with great love.	My mother takes care of us with great love	(2) Error adding auxiliary verb
2	S2	He has three brothers, and they (3) is live near our house.	He has three brothers, and they live near our house	(3) Error adding auxiliary verb
3	S3	They have a dog named Roy who is (4) a very friendly.	They have a dog named Roy who is a very friendly	(4) Error adding article
4	S4	Her (5) to favorite hobbies are gardening and painting	Her favorite hobbies are gardening and painting.	(5) error adding preposition
5	S5	She (6) is has two cats, and they love to play in the garden.	She has two cats, and they love to play in the garden.	(6) Error adding auxiliary verb
6	S6	My brother (7) is enjoys telling jokes and making everyone laugh.	My brother enjoys telling jokes and making everyone laugh.	(7) Error adding auxiliary verb
7	S7	Her fans admire her (8) to dedication and hard work.	Her fans admire her dedication and hard work.	(8) Error adding preposition
8	S9	She (9) is has a small collection of cute dolls.	She has a small collection of cute dolls.	(9) Error adding auxiliary verb
9	S10	Her friends always admire (10) to her artwork and ideas.	Her friends always admire her artwork and ideas.	(10) Error adding preposition
10	S13	Her (11) a hobbies are painting and playing the guitar.	Her hobbies are painting and playing the guitar	(11) Error adding article
11	S14	Her (12) a favorite subjects are mathematics and science.	Her favorite subjects are mathematics and science.	(12) Error adding article
12	S15	She (13) is has a beautiful voice and sings many songs.	She has a beautiful voice and sings many songs.	(13) Error adding auxiliary verb

Table 3. The Result of Misformation Error

No	Students	Errors	Corrections	Description
1	S1	In the afternoon, (1) he usually goes to the market to buy fresh vegetables. (2) He sometimes forgets to switch off the lights when she leaves the room.	In the afternoon, she usually goes to the market to buy fresh vegetables. She sometimes forgets to switch off the lights when she leaves the room.	(1) (2) The wrong use of subject
2	S2	In the morning, he usually drives to his office (3) with car. He enjoys listening (4) from music during his free time. Every weekend, he plays football (5) to his friends.	In the morning, he usually drives to his office by car. He enjoys listening to music during his free time. Every weekend, he plays football with his friends.	(3) (4) (5) The wrong use of preposition
3	S5	She sometimes forgets (6) for water the plants in the afternoon.	She sometimes forgets to water the plants in the afternoon.	(6) The wrong use of preposition
4	S6	(7) She has many friends who often comes to our house.	He has many friends who often comes to our house.	(7) The wrong use of subject
5	S7	She also studies at (8) an prestigious university.	She also studies at a prestigious university.	(8) The wrong use of article
6	S9	(9) His favorite hobbies are reading books and playing piano.	Her favorite hobbies are reading books and playing piano.	(9) The wrong use of possessive adjective
7	S13	She studies hard but sometimes forgets (10) for do her chores.	She studies hard but sometimes forgets to do her chores.	(10) The wrong use of preposition

Table 4. The Result of Misordering Error

No	Students	Errors	Corrections
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An Analysis of Errors in the Use of Simple Present Tense in Descriptive Text Written by Students at SMKN 5 Palu

1	S1	Her dishes always taste delicious and she loves to cook.	She always loves to cook, and her dishes taste delicious.
2	S2	My father love cook food traditional for us.	My father loves to cook traditional food for us.
3	S5	My mother rarely takes break because she always busy.	My mother rarely takes a break because she is always busy.
4	S6	Always shares snacks with I when I ask.	He always shares his snacks with me when I ask.
5	S9	My sister is better in math and science than me.	My sister is better in math and science than I.
6	S12	He inspires me to hard work and never give up.	He inspires me to work hard and to never give up.

Table 5. The Total of Student's Errors in Writing Descriptive Text

Students	Types of Error				Total Error
	Ommision	Addition	Misformation	Misordering	
S1	4	2	2	1	9
S2	1	1	3	1	6
S3	4	1	0	0	5
S4	3	1	0	0	4
S5	3	1	1	1	6
S6	2	1	1	1	5
S7	2	1	1	0	4
S8	3	0	0	0	3
S9	3	1	1	1	6
S10	2	1	0	0	3
S11	2	0	0	0	2
S12	2	0	0	1	3
S13	4	1	1	0	6
S14	3	1	0	0	4
S15	2	1	0	0	3
Total	40	13	10	6	69

Based on the table above, the analysis of the total errors made by students in writing descriptive texts highlighted several key areas of difficulty. The data indicated that students frequently encountered challenges across various types of errors, including omission, addition, misformation, and misordering. The total number of errors reached 69, with omission errors being the most prevalent, followed by addition, misformation, and misordering errors.

Percentage of Error

The researcher classified students' errors into four parts based on Dulay's theory omission, addition, misformation, and misordering. The first type of error that the researcher found was error of omission. Based on the analysis of the total errors made by students in writing descriptive texts, it was evident that certain types of errors were more prevalent than others. The data revealed that the most dominant types of errors made by students were ommision. Let us examine the frequency of these errors in detail below.

Table 6. Percentage or Error

NO	Types of errors	Frequency of errors	Percentage of errors
1	Ommision	40	$40/69 \times 100\% = 57.97\%$
2	Addition	13	$13/69 \times 100\% = 18.84\%$
3	Misformation	10	$10/69 \times 100\% = 14.49\%$
4	Misordering	6	$6/69 \times 100\% = 8.70\%$
	Total	69	100.00%
	Maximum	40	57.97%
	Minimum	6	8.70%

From the table above, it can be seen that most total number of errors recorded was 69, with omission errors being the most dominant, accounting for 40 instances, which represented approximately 57.97% of the total errors. This high frequency indicated that students frequently struggled with omitting necessary grammatical elements, particularly in subject-verb agreement and auxiliary verbs. Following omission, addition errors were the second most common, with 13 occurrences, making up about 18.84% of the total errors. This suggested that students often included unnecessary elements in their sentences, which could lead to confusion in meaning. Misformation errors, which totaled 10 and constituted 14.49% of the

errors, indicated that students had difficulties with the correct forms of verbs and other grammatical structures. Lastly, misordering errors were the least frequent, with only 6 instances, representing 8.70% of the total errors. This highlighted that while students occasionally struggled with word order, it was not as prevalent as the other types of errors.

Overall, the findings underscored the need for targeted instructional strategies to address these specific areas of difficulty, particularly in understanding the correct application of grammatical rules. By focusing on these dominant error types, educators could better support students in improving their writing proficiency and enhancing their overall command of the English language.

CONCLUSIONS

Based on the research result, the researcher found four types of errors made by the tenth-grade students of SMKN 5 Palu in using simple present tense in writing descriptive text. The frequency of errors is omission with 40 errors on a percentage of 57.97%, addition with 13 errors on a percentage of 18.84%, misformation with 10 errors on a percentage of 14.49%, and misordering with 6 errors on a percentage of 8.70%. Based on the results of the analysis, the most frequent error made by the student is omission and the least frequent error is misordering. In using simple present tense in writing descriptive text, students make errors in auxiliary verbs, using the ending of -es/s after verb, pronoun, article, preposition, and conjunction. Based on the findings of this research, the researcher offers suggestions for English teachers, students, and future researchers. English teachers are advised to focus on targeted grammar instruction, emphasizing subject-verb agreement and auxiliary verb usage, and to incorporate visual aids and clear examples in their lessons. They should also implement a systematic approach to error analysis in feedback to provide specific corrections and enhance students' learning experiences. Students are encouraged to engage in regular writing practice, specifically focusing on descriptive texts in the simple present tense, and to self-review and reflect on their work by maintaining a personal error log. Future researchers are advised to investigate specific patterns of errors in various contexts and educational settings, examine cognitive and linguistic factors contributing to errors, and conduct longitudinal studies to track students' progress over time and identify effective instructional methods. By following these suggestions, English teachers, students, and researchers can work together to improve grammatical proficiency and writing skills.

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