BRIGHT Journal of English Language Teaching, Linguistics and Literature
Vol.9 No.1, January 2026, pp. 25-35
E-ISSN: 2599-0322

Error Analysis on the Use of Simple Present Tense Verbs in Writing Procedure Texts by Grade X Students of SMK Nusantara Wisata Respati West Jakarta

Hermariyanti Kusumadewi[1]
Universitas Indraprasta PGRI
e-mail: khermariyanti@gmail.com[1]
Reknosari[2]
Universitas Indraprasta PGRI
e-mail: sarirekno@gmail.com[2]

Submitted: December 6, 2025 Accepted: December 20, 2025

ABSTRACT
The objective of this research is to analyze the types of errors in the use of the simple present tense in writing procedure texts. The research method used is a qualitative method, conducted by analyzing procedure texts based on the categories of Addition, Omission, Misformation, and Misordering. The results of this study found a total of 118 errors, with the highest frequency found in misformation errors, totaling 45 (38.14%). The next most common errors were omission errors, totaling 41 (34.75%), followed by misordering errors at 23 (19.49%), and the least common were addition errors, totaling 9 (7.63%). Based on this data, it can be concluded that misformation errors were the most frequently made by students. After analyzing and classifying the errors made by students in their procedure texts, the writer concludes that the students' ability to use simple present tense verbs still shows a high number of misformation error.

Keywords: Errors, simple present tense, verb, procedure text

INTRODUCTION

In learning English, especially in writing skills, there is one thing that students need to master: grammar. Grammar is language component that is often overlooked because it is considered difficult. Harmer (in Manik 2021) states that English cannot be mastered properly without grammar, especially tenses. Therefore, one of the important steps in learning English is the need to understand grammar and tenses.

In this study, the researchers observe and analyse errors in writing procedural texts by students regarding the use of the "Simple Present Tense Verb" used by students in writing procedural texts. Each tense has three types of sentences: positive, negative, and interrogative. There are also various different formulas in grammar. These formulas serve as a reference point in analysing students' writing in the creation of procedural texts. This research is very important because it measures students' ability and understanding of writing procedural texts while using grammar correctly.

Previous research related to errors in the use of simple present tense verbs has been conducted by Dewi Sri Wahyuni (2021). In her research, it was found that there were many errors in the use of simple present tense verbs in students' writing, ranging from errors in addition, omission, misformation, and misordering. After grouping them, it

turned out that misformation was a common error and the most frequently made by students in writing descriptive texts. Similar research was also conducted by Nuhra M. Saleh (2021), who concluded that there were errors in the use of simple present tense verbs and inappropriate language choices in the procedural texts written by students. Research by Maudiatul Mukarromah (2021) also concluded that the average error in the use of simple present tense verbs occurred due to student negligence and a lack of understanding of the use of simple present tense verbs. Another factor could be language barriers, which caused most students to have difficulty choosing the right words to use.

Based on this description, the researchers want to deepen the study by focusing on the types of errors in the use of simple present tense verbs in the writing of procedural texts by 10th grade students at SMK Nusantara Respati Jakarta Timur. The objectives of this study are to analyse and determine the types of errors in the use of simple present tense verbs in procedural texts written by 10th grade students at SMK Nusantara Wisata Respati.

LITERATURE REVIEW

Error Analysis

Brown defines error analysis as: “Error analysis is the study of students' errors that can be observed, analysed, and classified to reveal something about the system operating within learners” (Dewi, 2019). Error analysis reviews students' errors, which are then observed, grouped, and analyzed to identify the errors made by students. According to Ellis (in Sinaga, 2021), error analysis is a means of finding out how language learners learn a foreign language. It can be said that the errors that occur when students learn a language can be studied to find out the causes and types of errors they make.

Error analysis is an activity that involves students' misuse of language rules, preventing them from using the language properly. This is in line with Endorgan's (in Tursini & Dikna, 2022) opinion that “Error Analysis (EA) deals with the learners' performances in terms of the cognitive process they make use of in recognizing or coding the input they receive from the target language.” Error Analysis is related to learners' performance in terms of the cognitive processes they use in recognizing or coding the input they receive from the target language. Therefore, the focus of error analysis is evidence that learners' errors provide insight into the deep processes of second language acquisition.

Error analysis helps students focus on learning languages, especially English. Brown (in Sinaga, 2021) states that error analysis is a series of lessons learned from the mistakes made by language learners. Ellis (in Tursini & Dikna, 2022) adds, “Error Analysis (EA) is a tool which is used to investigate how the learners acquire a second language (SL).” Error analysis is a tool used to investigate how learners acquire a second language (SL). Based on the above explanation, it can be concluded that error analysis is a step used to identify language errors made by students and help students focus on learning the language.

Types of Errors

In identifying errors in speech and writing, the author uses Surface Strategy Taxonomy to categorize these types of errors. Surface Strategy Taxonomy explains how a structure can change either through the addition or reduction of certain parts in a sentence or errors in structuring sentences (Dulay, in Sinaga 2021). This statement is also stated by Ellis (in Usaha, Ajam & Latif, 2023) "there are four errors based on the surface strategy taxonomy." There are four types of errors based on the Surface Strategy Taxonomy, as follows.

1) Omission

Omission occurs when the writer or speaker omits several morphemes or words in speech or writing. Omission is characterized by the absence of a part of a sentence (Dulay in Sinaga, 2021). This causes the sentence to become meaningless and results in conjugation errors.*"Errors omission could happen because the students' lack of form of and it supposed to have in the sentences but the learners omit it like content morpheme. It happened when the students omit the subject pronoun of the sentence."* Omission errors mean that certain elements required in a sentence are omitted. These errors often occur when students fail to add grammatical elements that should appear, such as subjects, auxiliary verbs, articles, or plural forms. Omission errors commonly occur in students' writing because they do not yet fully understand sentence structure (Tursini & Dikna, 2022).

2) Addition

Addition is the opposite of omission. Addition occurs when something is added to a sentence that makes it grammatically incorrect. "Addition error means the presence of items that should not appear in a well-formed sentence. It is mostly found in terms of the use of double marking and word formation. For example, double marking. It happens when the student adds to the sentence something that should not appear in a well-formed sentence." Addition errors are errors that occur because students add unnecessary elements to a sentence. These errors can appear in the form of adding unnecessary verbs, prepositions, or articles (Tursini & Dikna, 2022).

3) Misformation

Misformation errors occur due to the incorrect use of a morpheme or structure (Dulay et al., in Sinaga, 2021). Common Examples of Misformation Errors:

- Subject-Verb Agreement: "Birds is singing" (should be "are") or "She have a cat" (should be "has").
- Tense/Verb Forms: "I goed to the store" (should be "went") or "They have stripes on their body" (should be "They have stripes").
- Articles: "There is an calendar" (should be "a calendar").
- Pluralization/Singularization: "International school" (should be "schools") or "one method" (should be "methods").

- Possessive Adjectives: "They have stripes on its body" (should be "their").

4)Missordering

Misordering occurs due to confusion when constructing sentences. English learners are still greatly influenced by the sentence structure of their native language, which results in errors in English sentence construction (Sinaga, 2021). “Misordering errors occur when students place any content or grammatical morpheme in the incorrect order.” Misordering occurs when sentence elements are placed in the wrong position. This error causes the sentence to become illogical or difficult to understand. Misordering is often found in questions or when using complex structures (Tursini & Dikna, 2022).

Simple Present Tense

Simple present tense has the root word “present,” which means now. In short, simple present tense can be defined as a sentence that describes an event that is happening or ongoing. Murphy (in Fadilah, 2022) states: "We use the present simple to talk about things in general. We are not thinking only about the present. We use it to say that something happens all the time or repeatedly, or that something is true in general." Meanwhile, Maudiatul (2021) said that: “The simple present tense is a grammatical tense which has a function to locate a situation or action that happened in the present time simple form or an action that is done regularly or habitual activity”. The simple present tense is a grammatical tense that has the function of determining a situation or action that occurs in the present time in a simple form or an action that is done regularly or habitual activity.

The simple present tense is the most commonly used tense in everyday language. Azar (in Ida Ayu Panuntun, 2023) states that the simple present tense is a pattern used to describe activities carried out on a daily basis. This is in line with the opinion of Elaine & Darcy (in Rahman 2020) who state that “the simple present tense is used to describe everyday activities and habits, to make general statements of fact, and to express opinions.” The simple present tense is used to describe daily activities and habits, as well as general statements of fact and to express thoughts. Therefore, based on the above theory, it can be concluded that the simple present tense has the function of determining situations and actions that are performed repeatedly.

Procedure Text

In English language learning, there are several materials that students must master, one of which is procedural text. According to Walter (in Hidayah, 2021), “procedure text is the process which is needed to be undertaken to achieve a successful outcome.” Procedural text is the process that must be followed to achieve the desired result. Another opinion regarding the definition of procedural text is stated by Anderson and Anderson, who say, “A piece of text that gives us instructions for doing something.” The purpose of procedure text type is to explain

how something can be done such as directions, recipes, instruction manuals, and itineraries. According to Anderson and Anderson (in Wijayanti, 2015), procedure means ‘part of the text that gives us instructions for doing something’. The purpose of procedural texts is to explain how something can be done, such as directions, recipes, instruction manuals, and itineraries.

Procedural texts are commonly found in everyday life. Examples include food packaging, laundry detergent, household appliances, recipe books, and many others. According to Astuti (in Rifdah and Rizkiani, 2021), procedural texts are characterized by steps or guidelines that must be followed, rules or restrictions regarding the materials used in carrying out the activity, and the activity must be carried out in sequence. However, according to Zaida (in Saleh and Sulhan, 2021), “the procedure text explains how people make or do something step by step.” A procedural text is a text that explains how someone makes or does something by following steps.

Based on the above definition, it can be concluded that a procedural text is a text that explains the steps or how to do something in a systematic and structured manner with the aim of providing instructions to the reader to achieve a specific result.

RESEARCH METHOD

The type of research used in this study is qualitative with a data triangulation approach. Qualitative research is used to ensure that the data collected is authentic and provides a realistic and honest picture of the research subject. The object of this study is the misuse of the simple present tense in the writing of procedural texts by 10th grade students at SMK Nusantara Wisata Respati. This study focuses on grammatical errors such as omission, addition, misordering, and misformation made by students. In this study, data collection was carried out using the following documentation: asking students to write procedural texts within 90 minutes and analyzing students' errors in writing procedural texts.

RESULT AND DISCUSSION

Result

In this study, the author used research instruments including interviews, observation, and documentation.

1. Interviews

Interviews were conducted with informants, namely teachers, not participants. Because researchers are required to be directly involved in finding the necessary data, they must teach them about the material being studied. A researcher will continue to interview informants about student learning activities to facilitate efficient and effective data collection. The questions asked by the researcher include the dominant characteristics of students in the classroom, the learning media models often used in the classroom, and student motivation in classroom learning activities. The results of the

interviews obtained from the informants show that students will focus on learning depending on the teacher who will guide them in teaching the material. An effective learning media model for students in the classroom is audio-visual, as this will be effective for student learning.

2. Observation

This research will be conducted directly in the field to collect the necessary data. A researcher will teach the students based on the answers obtained from the informants. Based on the results of the interviews above, the researcher provided explanations of the material using PowerPoint Canva in the form of material on procedural texts, YouTube videos containing procedural text material, and further detailed explanations. Examples of the steps for creating procedural texts were also provided on the blackboard in accordance with the material being studied, namely "Simple Present Tense" and "Procedural Texts." Then, the students were asked to complete an essay test based on the researcher's observations of the essay test given to 24 students, while 4 students did not submit their results because they were absent. The rest enthusiastically completed the essay test and showed their results to the researcher as documentation for analysis.

3. Documentation

The author focused the research on determining the number of errors in the use of simple present tense verbs in the procedural texts created by the students. To clarify and understand the errors made by the students, the types of errors will be corrected and presented in the following description:

Based on the data from the 20 students above, we can see that the 10th grade students majoring in Hospitality at SMK Nusantara Wisata Respati made mistakes in using the Simple Present Tense Verb in Procedural Texts. The mistakes were then grouped based on 4 types of errors, consisting of Omission, Addition, Misformation, and Misordering. In addition, the author used percentages to calculate the percentage of each error made by students in using simple present tense verbs in writing procedural texts. According to Bulman (in Dewi, 2021), to find the percentage score for each class, the following formula can be used:

P= F/n 100

P= Percentage

F= Frequency of Error Type

n= Total number of errors

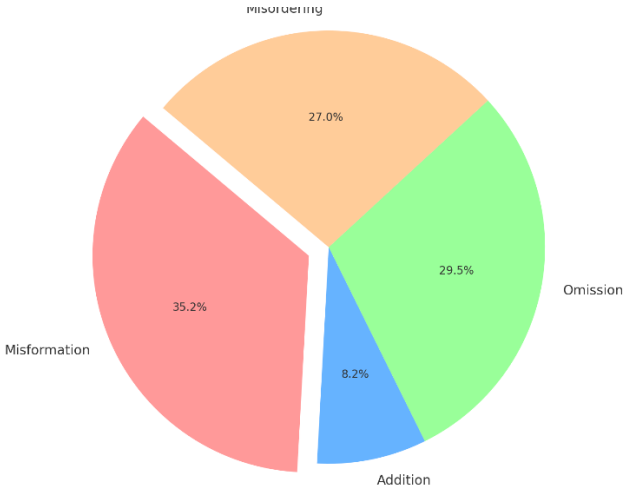
In calculating the frequency of each error, the author can classify the 4 most common errors and the least common errors made by students. The description of the total number and percentage of errors made by students in using simple present tense verbs in procedural texts can be seen in the following table:

Table. 1 Result of Errors Frequency
The use of Simple Present Tense Verb in Procedure Text

No	Type of Errors	Number of Errors	Percentage of errors
1.	Mis-formation	43	35%
2	Addition	10	8%
1.	Omission	36	30%
4.	Mis-ordering	33	27%
	Total	122	100%

From the table above, it can be seen that there are 122 errors, which were found in 20 students' work. From the above calculations, it is known that the most common types of errors in using simple present tense verbs in the procedural texts written by students are misformation errors (43 or 35%), addition errors (10 or 8%), omission errors (36 or 30%), and misordering errors (33 or 27%).

The author also used a pie chart to clarify the errors. Below is an image of a pie chart showing the frequency of the types of errors made by students.



Picture 1
Distribution of Errors of using Simple Present Tense in Procedure Text

Discussion

Previous research related to errors in the use of simple present tense verbs was conducted by Dewi Sri Wahyuni (2021). In her research, it was found that there were many errors in the use of simple present tense verbs in students' writing, ranging from errors in addition, omission, mis formation, and mis ordering. After grouping them, it turned out that mis formation was a common error and the most frequently made by students in writing descriptive texts. Research by Maudiatul Mukarromah (2021) also concluded that the average error in the use of simple present tense verbs occurred due to student negligence and a lack of understanding of the use of simple present tense verbs.

Another factor could be language barriers, which caused most students to have difficulty choosing the right words to use.

The research data was collected from procedural texts written by 10th grade students at SMK Nusantara Wisata Respati. As stated earlier, the author focused on analyzing the use of simple present tense verbs in the students' procedural texts. For the next step, the author analyzed and found errors and classified the errors into four basic taxonomy strategies proposed by Dulay, namely Omission, Addition, Misformation, and Misordering. After analyzing and classifying the data, the author found that several students made mistakes in using simple present tense verbs in procedural texts, which affected the results of their writing. The results of these errors can be explained as follows: Common errors made in Simple Present Tense Verbs in Student Procedure Texts. The total number of errors is 122, with the highest number of errors being misformation errors 43 (35%), addition errors 10 (8%), omission errors 36 (30%), and misordering errors 33 (27%). The author often finds students making mistakes in using the simple present tense formula, such as the use of imperative sentences and positive sentences. This is because procedural texts more often use imperative sentences (command sentences) in the simple present tense. In the first order of errors in misformation, there are 43 errors in words or sentences. The author often finds errors in the use of words or words that are not appropriate to the context of the procedural text. The second most common error was omission, with 36 errors in words or sentences. The author often found errors in the use of words or the omission of words in sentences in procedural texts. The third most common error was misordering, with 33 errors in words or sentences. The author often found errors in the word order in sentences in procedural texts.

The last sequence in the Addition error contains 10 errors in words or sentences. The author often finds unnecessary additions of words in sentences. So, in collecting data in the form of documentation, the researcher found the most errors in misformation. Meanwhile, data collection in the form of interview documentation stated that in the use of learning methods, varied methods must be used so that students are interested in listening to the material that has been given. This is because teachers do not really understand the use of fun online learning in their teaching. Interesting material and explanations can increase the motivation of today's students. Interesting explanations in learning about the “Simple Present Tense”.

Meanwhile, based on the data collected through observation, the researcher understood the learning methods that should be used to increase student motivation in learning. The first step was for the researcher to provide an explanation of the material in the form of a YouTube video about the steps for creating a “Procedural Text,” followed by a detailed discussion using Canva and a whiteboard as learning media with an explanation of the material “Simple Present Tense in Procedural Texts.” After the material explanation was completed, students were asked to work on their respective sheets of paper and submit their results to the researcher. Many students were enthusiastic about doing this because they preferred this learning model.

CONCLUSION

Based on the results of data analysis and discussion, it can be concluded that there are errors in the use of the simple present tense in the procedural texts written by 10th grade students at SMK Nusantara Wisata Respati. This can be proven by the total number of errors made by students while writing the procedure text, namely 122 errors, where the highest number of errors were misformation errors, totalling 43 (35%), addition errors, totalling 10 (8%), omission errors, totalling 36 (30%), and misordering errors, totalling 33 (27%). Misformation errors occurred because students used words that were not appropriate for the context of the simple present tense and procedural text. Meanwhile, addition errors occurred because students added unnecessary words to a sentence. Omission errors occurred because students omitted words from the procedural text sentences. Misordering errors occurred because students wrote the words in the wrong order when writing. Generally, this was caused by an uninteresting learning model, which made students less enthusiastic about participating in the lesson. To overcome this, a varied learning model is needed to get students interested in listening to the material that has been provided. Based on the conclusions drawn from the research results, the following recommendations are made. First, it is recommended that English teachers in Grade X at SMK Nusantara Wisata Respati choose innovative learning models in the learning process so that students are more interested in participating in learning, thereby improving student learning outcomes. Second, it is recommended that students in Grade X at SMK Nusantara Wisata Respati practice their language skills, especially writing skills, because writing is a productive and expressive activity that is very beneficial. By having writing skills, students can express their ideas, thoughts, and experiences clearly in writing. In addition, it is recommended that they improve their grammar because grammar is an important component that needs to be mastered in learning English. Third, it is recommended that other researchers use this study as input and comparison in conducting research related to this issue.

REFERENCES

Ayunisyah, S.D., Arifin, M., & Yulistio, D. (2020). Analisis Struktur Teks Prosedur Siswa Kelas VII SMPN 7 Kota Bengkulu. JURNAL ILMIAH KORPUS. DOI: https://doi.org/10.33369/jik.v4i1.8346

Fadilah, F. (2022). Textual Error Analysis On The Use Of Simple Present Tense In Writing Descriptive Text. IJEAL (International Journal of English and Applied Linguistics). (Vol. 2(2) hlm. 287-294). DOI:https://jurnal.itscience.org

Firmansyah, M. (2022). Students' Errors In Using Simple Present Tense In Writing Descriptive Text. (Vol. 8(1) hlm. 48-57). Diambil 22 April 2025, website: https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://ojs.umada.ac.id/index.php/jme/article/viewFile/203/191&ved=2ahUKEwiOmsrbxImNAxXy8zgGHS8uBP0QFnoECCAQAQ&usg=AOvVaw15cCXZbWr2yMp4CLM1ddzD

Hidayah, H., Subroto, G., Candra, M. (2021). Students' Writing Difficulties in Procedure Text: An Analysis Study. (Vol. 2(11) hlm. 16-22). DOI: https://ojs.umrah.ac.id/index.php/juliet.

Ma'mun, N. (2016). The Grammatical Errors On The Paragraph Writings.

Mailani, O., Nuraeni, I., Syakila, S.A., & Lazuardi, J. (2021). Bahasa Sebagai Alat Komunikasi Dalam Kehidupan Manusia. Diambil 22 April 2025, website: https://www.plus62.isha.or.id/index.php/kampret/article/view/8

Manik T.F., Sulistiyo, U., & Wulandari, B.A. (2021). Pengembangan Modul Tenses Bahasa Inggris Siswa. JOEAI (Journal of Education and Instruction). (Vol. 4(2) hlm. 379-389). DOI: https://doi.org/10.31539/joeai.v4i2.2815

Marantika, D.D., Setiani, R., & Susanti, E. (2022). An Analysis Of Students' Difficulties In Understanding Simple Present Tense At Tenth Grade Student's Marketing SMKN 2 Kotabumi. Jurnal Griya Cendikia. (Vol. 7(2) hlm. 246-253). DOI: https://juma.umko.ac.id/index.php/griya-cendikia/article/view/164.

Mola, M. (2024). Buku Ajar Bahasa Inggris I. PT. Literasi Nusantara Abadi Grup, Malang.

Mukarromah, M., & Suryanto, B.T. (2021). Error Analysis On Students' Writing In Using Simple Present Tense In Descriptive Text. Diambil 22 April 2025, website: https://pdfs.semanticscholar.org/9f72/460e763c68f7c87eb714833471c7bd999f7d.pdf

Muniroh, Z., Dwiastuty, N., Prasetyo, A., Santoso, D.A.A., & Miranti, I. (2024). Analisis Kesalahan Penggunaan Simple Present dalam Descriptive Text Siswa Kelas X Di SMA Kharismawita Tanjung Barat, Jakarta Selatan. Jurnal Deiksis. (Vol. 16(1) hlm. 56-64). DOI: 10.30998/deiksis.v16i1.21886.

Noermanzah. (2019). Bahasa sebagai Alat Komunikasi, Citra Pikiran, dan Kepribadian. Diambil 22 April 2025, website: https://ejournal.unib.ac.id/index.php/semiba.

Rahmawati, V.D. (2021). An.Error.Analysis In Using Simple Present Tense In Writing Descriptive Text By The Eighth Grade Students Of Smp.Hang.Tuah.Manado. (Thesis). Strata II, IAIN Manado.

Rifdah, N.S., & Rizkiani, A., (2022). Pengaruh Media Video Terhadap Kemampuan Menulis Teks Prosedur Siswa Kelas XI SMK Kebon Jeruk. *Metamorfosis: Jurnal Bahasa, Sastra Indonesia, dan Pengajarannya* http://ejournal.unibba.ac.id/index.php/metamorfosis

Saleh, Nuhra M., & Sulhan, M. (2021). The Implementation Of Simple Present Verb And Vocabulary Mastery On Students' Writing Skills In Procedure Text. INFERENCE: Journal of English Language Teaching. (Vol. 4(2) hlm. 147-155). DOI: https://journal.lppmunindra.ac.id/index.php/inference/article/view/8

Sinaga, E.R.L. (2021). Analisis Kesalahan Gramatikal Pada Penulisan Descriptive Text Bahasa Inggris Siswa Kelas VII-A Dan VII-B SMP Negeri 2 Parbuluan. Jurnal Suluh Pendidikan (JSP). (Vol. 9(1) hlm. 147-155). DOI:

Sernawawi, L. (2022). The Analysis Of Students' Error In Using Simple Present Tense In Writing Descriptive Text At The Eight Grad E Students Of MTsN 2 Deli Serdang. Jurnal Generasi Tarbiyah: Jurnal Pendidikan Islam (Vol. 1(2) hlm. 150-162). DOI: https://jurnal.ishlahiyah.ac.id/index.php/jgt.

Sugiyono. 2009. Metode Penelitian Kuantitatif, Kualitatif dan R&D. Bandung: Alfabeta.

Tursini, U., & Dikna, G. (2022). Grammatical Errors in Writing Essay Made by the Fifth Semester Students of English Department of Universitas PGRI Kanjuruhan

Malang. Rhizome : Jurnal Kajian Ilmu Humaniora, 2(2), 69–77. https://doi.org/10.56393/rhizome.v2i4.903

Ulfa, Romdanih & Fitriani. Pengaruh Model Interaksi Sosial terhadap Keterampilan Menulis Siswa pada Teks Recount.

Yanti, I.F. (2019). Analisis Kesalahan Siswa dalam Penggunaan Simple Present Tense di SMP N 5 Manado. (Skripsi). Sekolah Strata 1, Universitas Sam Ratulangi, Manado.

Wahyuni, D.S. (2021). Penggunaan "Simple Present Tense Verb" dalam Penulisan Teks Deskriptif pada SMK Jakarta Timur 1. (Skripsi). Sekolah Strata 1, Universitas Indraprasta PGRI, Jakarta.

Wijayanti, W. (2015). Pengembangan Bahan Ajar Interaktif Kompetensi Memproduksi Teks Prosedur Kompleks yang Bermuatan Kesantunan bagi Peserta Didik Kelas X SMA/MA. (Vol. 4(2) hlm. 94-101). DOI: http://journal.unnes.ac.id/sju/index.php/seloka.