

## STUDENTS' ABILITY IN CONSTRUCTING SIMPLE PRESENT SENTENCE AT SMP NEGERI 4 LAGE

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**Abstract:** The objective of the research is to find out the students' achievement in constructing simple present sentence at the second grade of SMP Negeri 4 Lage. The method of the research is descriptive qualitative method. The role of the researcher is fully observer. The data are collected by giving the test. The technique of data analysis is used the following steps: correcting the students answer sheet, scoring the students answer, determining the level of students score. The result of the research is 1 student (5,26%) is good level, 2 students (10,52%) are less level and 16 students (84,2%) are poor level. None student is Excellent, and fair level. It can be concluded that the students' achievement in constructing simple present tense in to the second grade at SMP Negeri 4 lage is poor level.

**Keywords:** *Achievement, Simple Present Tense, Sentence*

English taught from Elementary School level in Lage sub-district, of Poso Regency. English language is taught integrated in four the language skills they are speaking, writing, listening and reading. It is taught with different theme every meeting that has prepared in the book packet of English. Teacher teaches the students every meeting use the English lesson book follow the theme. In every meeting there are efforts to increase the students speaking, listening, reading and writing skill base on the theme of the lesson. Even though the learning English every meeting is integrate to four of the skill but the teacher has to aware with each of the skills in English.

Beside the four of skill, English has own grammatical system. English grammar has many aspects, such as part of speech, phrases, clauses, sentences, tenses, etc. English grammar especially tenses have been taught from Junior High School, Senior High School, to University, especially Junior High School at second grade of SMP Negeri 4 Lage.

Realizing the importance of tenses building for the students, teachers must take an effort to develop their students' tenses. But in this case, the writer focuses on simple present tense. Based on the English teacher in SMP Negeri 4 Lage, simple present is one of the tense that has been taught in second grade students of SMP Negeri 4 Lage because it is the basic of the tenses in English.

Most of the students' feel difficulty in constructing simple present tense that's why the teacher got many mistake when the students make a sentence in simple present form. The mistakes appear when they write any text that do by the students from junior high school to the university. It is better for the students if they have good ability in constructing simple present tense from junior high school because they will be easy to write any kind of text that using simple present tense and from the

beginning. The students has to aware their achievement in English for the success in the future.

### Sentences.

Sentence is a grammatical unit that is syntactically independent and has a subject that is expressed or, as in imperative sentences, understood and a predicate that contains at least one finite verb. Frank (1972:220) states a sentence is a full predication containing a subject plus a predicate with a finite verb. Its arrangement may be symbolized by such formulas as S + V + O (Subject + Verb + Object), N1 + V + N2 (Noun + Verb + Noun) or NP + VP (Noun Phrase + Verb Phrase)

Sentence can be defined as a group of words which start with capital letter and ends with full stop, question mark, or exclamation mark. A sentence contains or implies a predicate and a subject.

### Types of Sentence

According to Blake (1988:125:126) outlined four types of sentences in English: declarative, Interrogative, Exclamatory, and Imperative. There are:

#### 1. Declarative Sentence

A declarative sentence makes a statement. A declarative sentence ends with a period. (Sentences are simple statements. Such as; state, assert, or declare something).

For example:

*The house will be built on a hill.*

*The eagle is flying.*

#### 2. Interrogative Sentence

An interrogative sentence asks a question. An interrogative sentence ends with a questioner mark.

For example:

*Where do you live?*

*Can I borrow your newspaper?*

### 3. Exclamatory Sentence

An exclamatory sentence shows strong feeling. An exclamatory sentence ends with an exclamation mark. (Such as; surprise, wonder, pity, sympathy, happiness, or gratitude).

For example:

*Boy, I am tired!*

*The monster is attacking!*

### 4. Imperative Sentence

An Imperative sentence gives a command or makes a request. An Imperative Sentence ends with a period.

For example:

*Go to your room. (a command)*

*Please lend me your book. (a request)*

## English Tenses

In the area of English as second language learning, especially the learning of grammar, tense has probably been a quite complicated and demanding element to learn. In English, when we have to deal with tense, we must automatically work with verb form changes. Moreover, the fact that in some languages, including Indonesian language, tense system does not occur has resulted in students' negative perception towards English, i.e., that English is a difficult subject. Discussing tense, we may say that we refer to time; and the shifting of time is indicated by the changing of verb forms. Frank (1972:47) states that tense is special verb ending or accompanying auxiliary verbs signal the time an event takes place.

Supporting her opinion, Hornby (1995:1231) defines tense as any of the forms of the verb that may be used to indicate the time of the action or state expressed by the verb. The main points here, regarding tense, is that we change the verb forms while we are changing the time. Consequently, we may judge when an action takes place or when a state exists by seeing the forms of the verb. It means that different forms of verb show difference in time.

Meanwhile, Cook and Suter (1980:47) point out that the present tense indicates that something is taking place now, whereas the past tense indicates that something was completed in the past. This indicates that tense is classified into two kinds i.e., present and past tense. This dichotomy is, therefore, considered the basic categorization of tense. However, those two tenses are, then, re-categorized into several different tenses.

Another linguists may agree that there are three tenses in English i.e., present, past, and future tenses. Even sometimes tense is

classified into twelve or sixteen or even more. Which classification to choose however is not important. The thing is that they are all true because every linguist proposes different points of view. Summing up those definitions and elaboration above, tense is a particular form of a verb indicating the time of an action or a state. It is, thus, categorized into different kinds on the basis of the time changing. In this present research the researcher focus on one of the basic tense. The research focus simple present tense.

## Simple Present Tense

The simple present tense is used to describe everyday activities and habits, to make general statement of fact, and to express opinions (Kirn and Jack, 2002:11). With some verbs, the simple present shows an existing condition (something that is happening now). Based on Sylvia Chalker, simple present tense is identical to the base of verb (except in the case of "be") and add -s for third person singular (also called present (tense) simply) (Chalker and Weiner, 1994:395). If the subject is a third person singular such as he, she and it, it must add -s or -es. For examples, she speaks three languages.

The simple present tense expresses the factual statements and generalizations and describing predictable future events of actions. (-----)

From the definition above, she can conclude that simple present tense is the tense that may be used to express an activities that is habitual and fact which are formed with base of verbs, except for the third singular subject by adding -s or -es

### The Pattern of Simple Present Tense

Simple present tense use the simple verb and is added by -s or -es if the subject the third singular person. Simple present tense has difference verb form between verbs used in the third singular subject (e.g. he, she, it, Jean, your friend, etc.) and verbs with other subject (e.g. I, you, we, they, Jean and John, cows, etc). The chart below shows how Affirmative, Negative and Interrogative Simple Present Tense are constructed:

The rule of Affirmative Simple Present Tense

Subject + Verb 1 / Verb1 + s/es + object
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Verb 1 without suffix s/es is used when the subject is the first person, second person, or third person plural.

For example : I sweep the floor.  
You play marbles

However, we use Verb 1 with the suffix s/es if the subject is the third person singular.

For examples: She eats bread  
He likes her

The rule of Negative Simple Present Tense

Subject + do/does + not + verb 1 + object

Do is used when the subject is the first person, second person or third person plural.

For examples: I don't like apples  
They don't live here

Does is used when the subject is the third person singular.

For examples: She doesn't hate school  
It doesn't like milk

The rule of Interrogative Simple Present Tense

do/does + Subject + verb 1 + object

Do is used when the subject is the first person, second person, or third person plural

For examples: Do I love you?  
Do we agree on his decision?

Does is used when the subject is the third person singular

For examples: Does she understand?  
Does he work here?

The rule of negative interrogative Simple Present Tense

Don't/doesn't + Subject + verb 1 + object

Adding 'not' to the auxiliary verb in interrogative form, the negative interrogative Simple Present Tense.

### **Teaching and Learning Process in Junior High School**

Winkel (1989: 36) defines learning as a psychology activity that holds in active interaction with the environment, which produces many changes of knowledge, skills, and attitude. While, according to Slameto (1995: 2), psychologically, learning is a changing process as a result of the interaction with the environment to fulfill the needs in life. The changing is not only in increasing knowledge, but also skill, attitudes, the way of thinking, interest, adaptation, and the others. Learning is an activity done by everyone that can be hold anywhere and anytime.

From those definitions, apparently, learning is an activity done by human being as an effort to get knowledge (cognitive), to create attitudes (affective), and to raise concept and skills (psychomotor) as a result of the

interaction with the environment. In learning process, the dominant activity is the interaction between teacher and the students (Sardiman, 1986:170).

The teacher uses module in order to help students practice writing. Writing activities is rarely done in class, since the school and the teacher think that it will waste the time and reduce the length of time allotment. The students mostly learn writing independently and discuss the writing activity that they have done integratively in class later.

First, the students are given module, the module consists of materials related to writing activities, for example the grammar formula for tenses. The students learn the material from the module independently. Then, they apply and practice what they have learned by writing or producing written products outside class. After they have finished their writing products, they upload their writings. From that application, the students can see their friends' work and they are also allowed to give comment for each work. Finally, the students and the teachers will discuss what they have learned about writing in class later.

For the students of 8th grade, they just learned descriptive text and also learned how to write it in good forms. Therefore, the research is focused on writing products of descriptive text written by eight graders of SMP Negeri 4 Lage. In writing descriptive text, the language feature or grammatical structure that is used is simple present tense. The students are expected to accomplish the purpose of that type of text which is to describe the things by using simple present tense. It means that the students should be able to write a clear, vivid, and concrete descriptive text.

### **Method**

The present research was a descriptive quantitative method. Location of the research is SMP Negeri 4 Lage. It was located at Jalan Trans Sulawesi Lage. The source of the data was grade VIII students at SMP Negeri 4 Lage consisted of 19 students. The data collecting used the procedure which is 1) Preparing the test for the students. 2) Meeting the English Teacher and arranging the time to find out the data. 3) Giving the test to the students by asked them to make descriptive paragraph. 4) Checking the students answer sheet. The data was analyzed following the steps as follow:

1) Scoring the students answer. 2) Determining the interval grade of students by counting the number of correct answer. 3) computing the

percentage of the score by using the formula from Arikunto (2016):

$$P = \frac{F}{N} \times 100$$

Note:

P = the percentage

F = frequency of correct answer

N = the maximum score

After giving the result statistically, then the researcher consulted them which used five letters: A, B, C, D and E that expressed various levels as follows:

Table 3.1  
Level of Achievement

The Percentage	Grade	Level
90% - 100%	A	Excellent
70% - 89%	B	Good
60% - 69%	C	Fair
50% - 59%	D	Less
0% - 49%	E	Poor

### Findings.

The researcher emphasizes error the using of simple present tense that made by the students. It involves students' achievement in using word by word in constructing the sentence of simple present tense; the researcher collected the students' answer sheet, analyzed and checked the mistakes of the students' answer based on English grammar's rules. In this case the researcher didn't concern about the punctuation, spelling, but focus on the using of simple present tense as grammatical order only. The data collected from the result of students' test presented on table 4.1 as follow:

Table 2. Students' Sentences

No	Students' initial	Students' Sentences
1.	G	My sister's name is Ndasi He is 23 years old. She has long hair. She has white skin. Her body is meager. Her school in University Sintuwu Maroso (UNSIMAR). She has one sister and one brother. She sister's name is Tuti and she brother's name is Glenris. She lives in Sepe. Her father's name is Untung and Her mother's name is Ribka.
2.	M	My father's name is Hered Rope. He is 46 years old. He work in garden. He hair black. He has white skin. He body is average.
3.	S	My father name is obe. He works at hospital. He has brown skin.
4.	E	My father's name is Albert. He is 48 years old. he has brown skin. he works at
5.	R	My father name is Podo. He is 51

		years old. He has brown skin. he has short hairs.
6.	O	My father's name is Ainon he is 41 years old he has black skin he works at rice field he has short hair my father birts is Tagolu 14-08-1972. My father body is fat.
7.	F	My father's name is Eben. He is 54 years old. He has brown skin. He work at garden
8.	J	My father's name is Toni. He is 34 years old he has brown skin. he works at electronic. He has short hair.
9.	L	My father's name is NuryadinSangkani. He is 46 years old. he hair is black. Her work at rice field. He body high.
10.	N	My father's name is Asri. He is 43 years old. he has brown skin. the work. Hehair black. He has short hair
11.	S	My father's name is YohanesLangkun. He is 50 years old. he has black skin, he meagreand he short hair.
12.	J	My father's name is Jusni. He is 50 years old. He has brown skin. father's work at a sew. He has short hair. Body fat
13.	L	My father's name is Jusri. He is 39 years old. he has white skin. my father birth in Wotu, 5 Juni 1967. My father body is fat. He has short hair.
14.	D	My father's name is Isbon. He is 56 years old. he has black skin. he body meagre. Hair has black
15.	P	My father's name is Onesimustabadu. He is fifty two (52) she has brown skin. he body meagre. Occupation he is farmer
16.	S	My father name is Niko. He is 52 years old. he has brown skin. he works at carpenter.
17.	J	My father's name is Yaris. He is 54 years old. he has brown skin. he e at garden.
18.	F	My brother's name is Rizal. He is 10 years old. he has brown skin. he body thin. He has straight hair. He school at SDN 2 Silanca.
19.	K	My father's name is DjoniTarede. Hi is 39 years old. hehas brown. Think fat. Think short.

Based on the table 2 above, it could be seen that there were 19 students participated in this study. The students had to write simple present tense sentence based on the test instruction. The paragraph should be in ten sentences. The sentences talked about one of their family members. The result of students answer was described bellow:

Student G constructed his sentences about his sister Ndasi. His full paragraph was as follow: My sister's name is Ndasi He is 23 years old. She has long hair. She has white skin. Her body is meager. Her school in University Sintuwu Maroso (UNSIMAR). She has one sister and one brother. She sister's name is Tuti and she brother's name is Glenris. She lives in Sepe. Her father's name is Untung and Her mother's name is Ribka.

Student M wrote in his sentences about his father. He wrote about his father name, age, job, hair, skin and his body. His full paragraph was as follow: My father's name is Hered Rope. He is 46 years old. He work in garden. He hair black. He has white skin. He body is average.

Student S wrote in his sentences about his father. He wrote about his father job and skin. His full paragraph was as follow: My father's name is Hered Rope. He is 46 years old. He work in garden. He hair black. He has white skin. He body is average.

Students E wrote his sentences about his father, his father age and his father skin. His full paragraph was as follow: My father's name is Albert. He is 48 years old. he has brown skin. he works at.

Student R wrote his sentences about his father, his father's name, age, skin and hair. His full paragraph was as follow: My father name is Podo. He is 51 years old. He has brown skin. he has short hairs.

Student O wrote in his sentences about his father Ainon, his father's age, skin, job, hair, birthday and body. His full paragraph was as follow: My father's name is Ainon he is 41 years old. he has black skin. he works at rice field. he has short hair. my father birts is Tagolu 14-08-1972. My father body is fat.

Student F wrote his sentences about his father Eben, his father's age, skin and job. His full paragraph was as follow: My father's name is Eben. He is 54 years old. He has brown skin. He work at garden.

Student J wrote sentences about his father Toni. The paragraph was about his father's age, skin, job and hair. His full paragraph was as follow: My father's name is Toni. He is 34 years old. he has brown skin. he works at electronic. He has short hair.

Student L wrote his sentences about his father, his father's name was NuryadinSangkani. His full paragraph was as follow: My father's name is NuryadinSangkani. He is 46 years old. he hair is black. Her work at rice field. He body high.

Student N wrote his sentences about her father. Her full paragraph was as follow:

My father's name is Asri. He is 43 years old. he has brown skin. the work. He hair black. He has short hair

Student S wrote his sentences about her father. His full paragraph was as follow: My father's name is YohanesLangkun. He is 50 years old. he has black skin, he meagre and he short hair.

Student J wrote his sentences about his father. His full paragraph was as follow: My father's name is Jusni. He is 50 years old. He has brown skin. father's work at a sew. He has short hair. Body fat.

Student L wrote his sentences about his father. His full paragraph was as follow: My father's name is Jusri. He is 39 years old. he has white skin. my father birth in Wotu, 5 Juni 1967. My father body is fat. He has short hair.

Student D wrote his sentences about his father. His full paragraph was as follow: My father's name is Isbon. He is 56 years old. he has black skin. he body meagre. Hair has black.

Student P wrote his sentences about his father. His full paragraph was as follow: My father's name is Onesimustabadu. He is fifty two (52) she has brown skin. he body meagre. Occupation he is farmer.

Student S wrote his sentences about his father. His full paragraph was as follow: My father name is Niko. He is 52 years old. he has brown skin. he works at carpenter.

Student J wrote his sentences about his father. His full paragraph was as follow: My father's name is Yaris. He is 54 years old. he has brown skin. he e at garden.

Student F wrote his sentences about his brother. His full paragraph was as follow: My brother's name is Rizal. He is 10 years old. he has brown skin. he body thin. He has straight hair. He school at SDN 2 Silanca.

Student K wrote his sentences about his father. His full paragraph was as follow: My father's name is Djoni Tarede. Hi is 39 years old. he has brown. Think fat. Think short.

From the 19 students, 16 of them wrote sentences about his father and both of them was about his sister and his brother. There were mistakes sentences in their paragraph. After the researcher corrected their written form then, the researcher computed the percentage of students' score in using simple present tense. The researcher then identified the correct answer and scoring their answer. The students' score are presented on the table bellow:

Table 3 Students' Score

No.	Students' Initial	Correct sentences	Percentage (%)	Level of Achievement
1.	G	8	80%	Good

2.	M	3	30%	Poor
3.	S	3	30%	Poor
4.	E	3	30%	Poor
5.	R	4	40%	Poor
6.	O	5	50%	Less
7.	F	3	30%	Poor
8.	J	5	50%	Less
9.	L	2	20%	Poor
10.	N	3	30%	Poor
11.	S	3	30%	Poor
12.	J	4	40%	Poor
13.	L	4	40%	Poor
14.	D	3	30%	Poor
15.	P	3	30%	Poor
16.	S	4	40%	Poor
17.	J	4	40%	Poor
18.	F	4	40%	Poor
19.	K	2	20%	Poor

Based on the table 4.2 above it could be obtained that the student G made 12 sentences in his writing even the researcher gave the instruction that only 10 sentences. From the 12 sentences, there were 8 sentences that correct, the percentage of his score is 80%, so the level achievement of G was good. The student M made 5 sentences in his writing. From the 5 sentences, there were 2 sentences were correct, the percentage of his score was 20%, so the level achievement of M was poor. The student S made 3 sentences in his writing. The third of the sentences were correct, the percentage of his score was 30%, so the level achievement of S was poor. The student E made 4 sentences in his writing. From the 4 sentences, there were 3 sentences were correct, the percentage of his score was 30%, so the level achievement of E was poor.

The student R made 4 sentences in his writing. All sentences were correct, the percentage of his score was 40%, so the level achievement of R was poor. The student O made 7 sentences in his writing. From the 7 sentences, there were 5 sentences were correct, the percentage of his score was 50%, so the level achievement of O was less. The student F made 4 sentences in his writing. From the 4 sentences, there were 3 sentences were correct, the percentage of his score was 30%, so the level achievement of F was poor. The student J made 5 sentences in his writing. All sentences were correct, the percentage of his score was 50%, so the level achievement of J was less. The student L made 5 sentences in his writing. From the 5 sentences, there were 2 sentences were correct, the percentage of his score was 20%, so the level achievement of L was poor.

The student N made 5 sentences in his writing. From the 5 sentences, there were 3 sentences were correct, the percentage of his score was 30%, so the level achievement of N was poor. The student S made 4 sentences in his writing. From the 4 sentences, there were 3 sentences were correct, the percentage of his score was 30%, so the level achievement of S was poor. The student J made 6 sentences in his writing. From the 6 sentences, there were 4 sentences were correct, the percentage of his score was 40%, so the level achievement of J was poor.

Finally, The student L made 6 sentences in his writing. From the 6 sentences, there were 4 sentences were correct, the percentage of his score was 40%, so the level achievement of L was poor. The student D made 5 sentences in his writing. From the 5 sentences, there were 3 sentences were correct, the percentage of his score was 30%, so the level achievement of D was poor. The student P made 5 sentences in his writing. From the 5 sentences, there were 3 sentences were correct, the percentage of his score was 30%, so the level achievement of P was poor. The student S made 4 sentences in his writing. From the 4 sentences, All sentences were correct, the percentage of his score was 40%, so the level achievement of S was poor. The student J made 4 sentences in his writing. From the 4 sentences, all sentences were correct, the percentage of his score was 40%, so the level achievement of J was poor. The student F made 6 sentences in his writing. From the 6 sentences, there were 4 sentences were correct, the percentage of his score was 40%, so the level achievement of F was poor. The student K made 5 sentences in his writing. From the 5 sentences, there were 2 sentences were correct, the percentage of his score was 20%, so the level achievement of K was poor.

### Discussions

The students were difficult to construct a sentence of simple present tense in descriptive text. Descriptive text or paragraph was taught by the teacher during the second grade. Descriptive paragraph was taught to second grade students to make them able in describing someone or something. In this research the researcher focus on how the student described his father or mother in a paragraph. The fact is the students still disable to describe someone completely.

One of the characteristic of descriptive paragraph was the descriptive uses simple present tense. That's why the researcher interested to find out the students achievement

in using simple present tense when they made their descriptive paragraph.

Simple present tense was the sentence is the tense that may be used to express an activities that is habitual and fact which are formed with base of verbs, except for the third singular subject by adding -s or -es.

Based on the finding of the data, it can be obtained that no one student is in level excellent and fair achievement. There was one student (5,26%) in good level, 2 students (10,52%) in less level and 16 students in poor level. It can be concluded that the most of students are in poor level. It means that the second grade students of SMP Negeri 4 Lage have poor achievement in using simple present tense in writing descriptive paragraph.

The students had some problems in using simple present tense especially in using subject-verb agreement, verb auxiliary, and pronoun. In using subject verb agreement, the students could not differentiate when they used verb added by s or es.

Students G wrote his paragraph about his sisters. There were 12 sentences in his paragraph. Based on his paragraph the researcher discussed one by one as follow: My sister's name is Ndasi. The sentence was correct because it followed the pattern of simple present tense for affirmative sentence; it had subject, verb 1 and object. The 2<sup>nd</sup> sentence was: He is 23 years old. The sentence was corrected because it also followed the pattern of simple present tense for affirmative sentence, it had subject, verb 1 and object. The 3<sup>rd</sup> sentence was: She has long hair. The third sentence was corrected it also followed the pattern of simple present tense for affirmative sentence, it had subject, verb 1 and object. The fourth sentence was: Her body is meager. The fourth sentence was corrected it also followed the pattern of simple present tense for affirmative sentence, it had subject, verb 1 and object.

The fifth sentence was: Her school in University Sintuwu Maroso (UNSIMAR). The sentence was incorrect because it had no verb or auxiliary verb. The sixth sentence was: She has one sister and one brother the sentence was correct or follows the pattern. The next sentence was: She sister's name is Tuti and she brother's name is Glenris. The sentence was incorrect because the subject of the sentence using mistake pronoun. The pronoun she should be her. The next sentence She lives in Sepe: was correct, next sentence Her father's name is Untung and Her mother's name is Ribka was also correct. That's why the student G has 8 sentences that correct, the percentage

of his score is 80%, so the level achievement of G was good.

Student M made 5 sentences in his writing. From the 5 sentences, there were 2 sentences were correct (My father's name is Hered Rope. He is 46 years old) because the sentence followed the pattern of simple present tense. The percentage of his score was 20%, so the level achievement of M was poor. There are 3 sentences were incorrect as follow :

*He work in garden*, it was incorrect because the verb should be added s when the subject is 3<sup>rd</sup> person based on the pattern of affirmative sentence so the sentence should be *He works in garden*.

*He hair black*, it was incorrect because the sentence should have verb and the noun phrase should black hair. Based on the pattern of simple present tense so the sentence should be *he has black hair*.

*He body is average*; it was incorrect because the pronoun should be her. Based on the pattern of simple present tense so the sentence should be *her body is average*.

Student S wrote his descriptive paragraph in 3 sentences. All sentence was correct because follow the pattern of simple present tense. The percentage of his score was 30%, so the level achievement was E or poor.

Student E wrote his descriptive paragraph in 4 sentences. Three of those sentences were correct but 1 was in correct because the sentence was not in complete, the sentence (*he works at*) should be added with period of time or name of place after preposition at.

Student R wrote his descriptive paragraph in 4 sentences. All the sentence were correct because follow the pattern of simple present tense.

Student O wrote his descriptive paragraph in 7 sentences. There were 6 correct sentence and 1 incorrect sentence: *my father birts is Tagolu 14-08-1972*. The word *birts* should be birthday.

Student F wrote his descriptive paragraph in 4 sentences. there were 3 sentence was correct and one sentence was incorrect: *he work at garden*, the word *work* should be added -s.

Student J wrote his descriptive paragraph in 5 sentences. All the sentence were correct.

Student L wrote his descriptive paragraph in 5 sentences. There were 2 correct sentences and 3 incorrect sentences;

1) *he hair is black* the subject should be used her because followed by noun *hair*, so the sentence should be *her hair is black*

2) *Her work at rice field.* The subject should be used *he* because followed by verb *work*. so the sentence should be *he works at rice field.*

Student N wrote his descriptive paragraph in 6 sentences. There were 4 correct sentences and 2 incorrect sentences as follow:

1) *the work.* It was incomplete sentence no subject and object.

2) *he hair black.* The sentence should be added with verb *has* and the noun phrase *hair black* should be *black hair*. So the sentence should be *he has black hair.*

Student S wrote his descriptive paragraph in 4 sentences. There were 3 correct sentences and one incorrect sentence: *he meagre and he short hair.* The sentence should be added with verb.

Student J wrote his descriptive paragraph in 6 sentences. There were 4 correct sentences and 2 incorrect sentence as follow:

1) *father's work at a sew.* The subject should be added with possessive pronoun *my*.

2) *body fat.* It was incomplete sentence or should be added with subject and verb.

Students L wrote his descriptive paragraph in 6 sentences. There were 5 correct sentences. There were one sentence was incorrect: *my father birth in Wotu, 5 Juni 1967,* the word *birth* should be *born* and the used verb be after the subject. The format of date should be month-date-year. So the sentence should be *my father was born in Wotu, June, 5<sup>th</sup> 1967.*

Student D wrote his descriptive paragraph in 5 sentences. There were 3 correct sentences and 2 incorrect sentences as follow:

1) *he body is meagre.* The subject *he* should be *her* because followed by noun *body*.

2) *hair has black.* There was not subject or the sentence should be added with subject *his* and the verb *has* should be *is*. So the sentence should be *his hair is black.*

The student P wrote his descriptive paragraph in 5 sentences. There were 2 correct sentences and 3 incorrect sentences, they are:

1) *He is fifty two (52).* The sentence was no complete. It should be *he is fifty two years old.*

2) *he body meagre.* The word *he* should be *her* and the sentence should be added verb auxiliary so the sentence is *her body is meagre.*

The student S wrote his descriptive paragraph in 4 sentences. All the sentence was correct sentences.

The student J wrote 4 sentences in his descriptive paragraph. There were 3 correct sentence and one sentence were incorrect; *he at garden* the sentence should be added verb so *he works at garden.*

The student F wrote 6 sentences in his descriptive paragraph. There were 5 sentences

were correct and one sentence was incorrect: *he body thin,* the subject *he* should be *his* because followed by noun and the sentence should be added verb. So the sentence should be *his body is thin.*

The student K wrote 5 sentences. there were 2 sentences were true and 3 sentence were false. The false sentences were as follow:

1) *he has brown.* The sentence should be added noun after adjective *brown*.

2) *Think fat.* The sentence was incomplete.

3) *think short.* The sentence was incomplete.

Based on the students written form it can be obtained that the students were difficult in using verb for example the sentence made by M: *He work in garden,* the sentence should be *He works in garden.* We use the verb added -s or -es, if the subject is the third singular person (*she, he, it*) and if the subject is the first singular person (*I*), first plural person (*we*), the second singular and plural person (*you*), third plural person (*they*), it is not added by s or es. The students are difficult in using appropriate pronoun in his sentence. We use pronouns to make clear whom or what we are talking about, while avoiding confusing or clumsy repetition. They could not differentiate when they used third singular person (*she, he, it*) for example: *My sister's name is Ndasi. He is 23 years old.* the sentence should be *She is 23 years old.* The students also have some problem in using possessive pronoun (*my, your, her and his*) for example *she sister's name is Tuti.* The subject *she* should be change with *her*, so the sentence should be *her sister's name is Tuti.* The students difficult in using appropriate verb. There are some sentence without verb for example: *He hair black.* The sentence should be *He has black hair.*

## Conclusion

Based on the result of the research it can be concluded that the second grade students of SMPNegeri 4 Lage have poor level achievement in using simple present tense when they wrote descriptive paragraph. It is proved by the data that only 1 student (5,26%) is good level, 2 students (10,52%) are less level and 16 students (84,2%) are poor level. It means that the second grade students of SMP Negeri 4 Lage have poor achievement in using simple present tense in writing descriptive paragraph.

## Suggestions

The teacher should prepare some efforts in improving their teaching and learning process of the English subjects especially in writing skill include of the using simple present tense.



The school should motivate the students and the teacher to increasing their achievement. The school also has the efforts to complete tools and infrastructure that support the

teaching and learning process such as book or media.

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