

**AN ANALYSIS STUDENTS DIFFICULTIES IN USING
THE SIMPLE PRESENT TENSE IN REPORT TEXT
BY CLASS XI IPA 1 SMAN 2 KUTACANE
IN ACADEMIC YEAR 2023/2024**

Anggi Aprila NST

Email : angginst2204@gmail.com

Wahyu Fatahillah

Email: wahyufatahillah89@gmail.com

Edi Syahputra

Email:edisyahputra1717@gmail.com

**Program Studi Pendidikan Bahasa Inggris
STKIP Usman Safri Kutacane, Aceh Tenggara, Indonesia**

ABSTRACT

Simple present tense is the part of the tense that must mastered by students in learning English if students have not fully understood the material of simple present tense then it can result in the achievement of student learning outcomes, see the formulation of the problem in this study, namely: what kind of difficulty students have in using simple present tense. This study uses a qualitative descriptive method that aims to determine the difficulties of students in using simple present tense by grade XI IPA 1 students. Data collection in this study was a questionnaire consisting of 20 students as a source of data in research. The result showed that there were 3 aspects of students difficulty in using simple present tense, including grammar, use of simple present and adverb of time. based on the research data obtained there are 3 students who choose the least correct answer (on grammar) then on (use of simple present) there are 1 students who choose the least correct answer and for (adverb of time) there were 8 students who answered the statement although not all were answered correctly. This shows that for all three aspects of this study, adverb of time is one of the levels of difficulty faced by students in learning tenses. Meanwhile, for the overall percentage of students in understanding and using simple present there are 18.06% (in grammar), then 37.3% (in use simple present) and the last 45% (in adverb of time).

Key word : Student Difficulties, Simple Present Tense, Report Text

Background Of The Research

Grammar is a rule used to arrange a word into the correct sentence in English. According to Frederick (2015), grammar has a role that shows how people structure the content of their minds grammar is a science that teaches correct grammar in speaking and writing; in learning English, mastery of grammar is very important in order to be able to speak English properly and correctly (Fithri:2014). In addition to improving the structure of grammar writing, it can also help students learn to communicate using grammar according to its structure. In grammar, there are several rules, one of which is using tenses the most frequently used tenses are simple present tense.

Simple present tense is a basic material that students must learn in English language learning. By mastering simple present tense, students can easily express ideas or topics in a text, especially in writing. Writing is an activity that a person does to convey messages to others in writing.

A report text is one of the texts that contains information related to an object. Report text is usually equated with descriptive text because these two types of text both serve to inform or describe something. But broadly speaking, report text and descriptive text are different, where report text serves to describe an object in general while descriptive text serves to describe an object specifically. According to Sari (2019), a report text is a text that gives, shares, and defines nonfiction information about people, things, phenomena, and animals.

Judging from the observations of English teachers at SMAN 2 Kutacane schools, some students have low abilities in English, especially using the simple present tense. This difficulty is a very dominant difficulty for some students and even schools because it will affect students' interest in learning and make them not interested in English lessons. We know that English is a material that must be learned by students.

This research was conducted to find out the difficulty of students in using simple present tense. This research also wants to help teachers know the problems that make it difficult for students to use simple present tense, especially in writing a report text. Therefore, the author is interested in raising the research with the title "*Analysis of Student Difficulties in Using Simple Present Tense in Report Text by Class XI IPA1 Students of SMAN 2 Kutacane Year Lesson 2023/2024.*"

The Formulation of the problem is "What are the difficulties of students in using simple present tense by class XI IPA1 SMAN 2 Kutacane.

The objective of the problem is "To find out the difficulty of students in using the simple present tense by class XI IPA 1 SMAN2 Kutacane".

Definition of Learning Difficulties

According to Utami (2020:96-97) learning difficulty is are condition of students where the learning process is characterized by obstacles in achieving learning outcomes, so a condition where students cannot learn properly. Bety Nurjanah (2016:161–162) defines learning difficulties as a form of disorder experienced by students in one or more of the fundamental psychic factors that include the understanding or use of language, spoken or written, which in itself appears as an imperfect abilities in terms of listening, thinking, speaking, reading even writing. However, a student can be said to have learning difficulties if they are unable to achieve the qualifications of their learning outcomes. Based on the conclusions above, learning difficulties are a form of obstacle or disorder that causes a person to

be unable to carry out a learning activity properly. As Ismail (2016:37) said, learning difficulties are a condition in which students do not learn as they should because there are certain disorders.

Factors of Learning Difficulties

According to Ismail (2016:37) factors that affect learning difficulties are classified into two group namely:

Internal Factors

Factors that affect learning activities can be described in two aspects, namely, the first aspect of physiological aspects, namely, the general physical condition or muscle tension that marks the level of fitness of body organs and joints, can affect enthusiasm in following lessons. The second aspect is the psychological aspect, which can also affect quantity and the quality of student learning acquisition, such as intelligence, aptitude, interests, and motivation.

External Factors

External factors that affect learning activities include school buildings, residential locations, families, teachers, learning tools, and weather conditions.

From the explanation above, the cause of student's difficulty in learning lies in the influence of the external environment and the inner environment of the student. For this reason, parents must pay attention to all forms related to their childrens learning development so that they can be perfectly controlled. Meanwhile, learning characteristics can also be seen.

Difficulties in Learning English

English is a second language that is used as an international communication tool, and the development of English in the world greatly affects a person's ability. Even though understanding English is not easy, a person can be said to have succeeded in mastering English if he can understand the grammar in the language. In high school, the problem of English is no doubt prevalent almost all students complain about the difficulty of understanding English, especially in the use of tenses.

Definition of Simple Present Tense

According to Nordquist (2017:1), as cited in Rahmawati (2018), tenses are times of action or circumstances of verbs, such as the present or the past. Tenses are structures used in writing text, tenses are changes in verb forms that adjust the time used. The rules used in English are the same as the rules used in Indonesian it's just that the rules in Indonesian express time using the adverb "time," while in English, the verb changes with the time. The change of verbs and verbs is called the tenses rule. Tenses are divided into 16, but there are three tenses that are most often used in school learning activities, namely past, present, and future. This research will focus on the present tense, namely the

description of the present time. Ansell (2000), as quoted in Ismiyati (2018), claims that the simple present tense refers to actions that occur periodically.

Pattern of the Simple Present Tense

In English, there are various kinds of verbs, but for simple present tense only verb 1 is used, both for positive, negative, and question sentences. Simple present tense also has several formulas, namely:

1. The Pattern of Positive Statement

Verbal Sentence:

(+) S + V₁ s/es + O

If the subject is he, she, or it, then the verb must be added with s/es and used only for positive sentences, or it can be a singular object (own), for example:

- She plays Gadget
- Tari goes to school every day except Sunday
- He lives in Aceh
- She wakes up at 6 am every morning
- It rains today

Nominal Sentence:

S + To be (is,am,are) + Noun/adjective/adverb

Example:

- He is Handsome
- I am a doctor
- They is here

The above example uses the subject She,he, it which means the verb *play*, should be added as s/es. Another verb to which "es" will be added when placing verbs ending in the letters SS, SH, CH, X, and O.

Example:

- Miss + es = Misses (Mirna Misses his brother)
- Kiss + es = Kisses (She Kisses him)
- Wash + es = Washes (She Washes Clothes)
- Watch + es = Watches (He Watches football)
- Fix + es = Fixes (He fixes the door)
- Mix + es = Mixes (She Mixes flour)
- Go + es = Goes (My uncle goes to Singapore)
- Do + es = Does (She does homework)

In addition to verbs ending in SS, SH, CH, X, and O, use the affix “es” on verbs ending in “Y” which was previously a consonant letter by changing “Y” to “I “ here’s an example:

- Fly + I + es = Flies (a bird flies on the sky)
- Try + I + es = Tries (he tries to know about it)
- Study + I +es = (she studies every day)
- Fry + I + es= (my mother fries tofu)

Then there is the verb ending in the letter "Y," which has an added "s" but was previously the letter "vocal."

Example:

- Pray + s = Prays (she prays all day)
- Play + s = Plays (he plays jet sky)
- Buy + s = Buys (my sister buys a book)
- Pay+ s = Pays (she pays for her groceries)

From some of the examples above, researchers can simply say that the use of s/es is a rule in the use of verbs so that, when someone speaks their voice will be clearly heard and the context in question will be easily understood by the listener.

2. The Pattern of Negative Statement

Verbal Sentence:

(-) S+do not/does not+V₁+O

The use of this formula is when someone does something negative; if the subject is I, you, or they, we use don't, as well as if the subject is he, she, it uses doesn't; for the second formula, it doesn't add s/es anymore because the sentence is a negative sentence, for example:

- I don't eat
- You don't love me
- She doesn't sit on the chair
- She doesn't come home

Nominal Sentence:

S + To be (is,am,are) + Not + Noun/adjective/adverb

Example:

- Rizka is not happy
- I am not a singer
- We are not here

3. The Pattern of Interrogative Statement

Verbal Sentence:

(?) do not/does not S+V₁+O

This formula is used to ask about an activity, and when we want to make an interrogative sentence, to start it must use do or does, which means in the interrogative sentence it is "is." The interrogative sentence also doesn't add s/es, for example:

- Do you want to go to your class?
- Do you know him?
- Don't you go to the class?
- Don't to remember me?

Nominal Sentence:

S + To be (is,am,are) + Noun/adjective/adverb + ?

Example:

- Is he thirsty?
- I am doctor?
- Are you there?

Definition of Report Text

Report text is a type of English text that informs about something that has been systematically researched before. In a report's text, it usually describes various natural phenomena or scientific facts, be it the locations of animals, plants, and so on. According to Tarigan (2021), report text is a text that is often used in various forms of writing that contain an overview or observation report that expresses ideas. From the explanation above, researchers can conclude that the report text has the purpose of providing information to readers, describing something, both places, animals, nature, countries, cultures according to the results of the author's observation.

Research Methodology

This research is a qualitative research that applies descriptive analysis According to McCusker, K., & Gunaydin, S. (2015), qualitative methods are used to answer questions about the (what), (how), or (why) of a phenomenon. This research uses a descriptive method, where the study will describe students' descriptions of their difficulties using simple present tense in the report text.

Descriptive research, according to Narbuko (2015:44), is research to explain the solving of existing problems based on data by presenting, analyzing, and interpreting them. By using this method of description, it is hoped that it can help students and teachers describe the difficulties that some students have using the simple present tense.

Population

according to Handayani (2020), population is the totality of each element to be studied that has the same characteristics it can be an individual from a group, an event, or something else to be studied. It can be seen from the table below:

Table 3.1 Population of Class XI Students of SMAN 2 Kutacane

No.	Class	Students
1	XI IPA I	20
2	XI IPA II	23
3	XI IPA III	21
4	XI IPA IV	20
5	XI IPS 1	21
6	XI IPS II	22
7	XI IPS III	20
8	XI IPS IV	22
TOTAL:		174 Students

Sample

Based on population, researchers took only one class from the entire class XI, namely, XI IPA1 consisting of 29 students. Purposive sampling technique, according to Arikunto (2014: 33) purposive sampling is a sampling technique with certain considerations that are considered to provide maximum data. Here's the sample:

Table 3.2 Sample of Class XI SMAN Kutacane

No.	Class	Fale Students	Male Students
1	XI IPA I	12	8
TOTAL:		20 Students	

Finding and Discussion

The result of the study “An Analysis Students Difficulties in Using the Simple Present Tense in Report Text by Class XI IPA1 SMAN 2 Kutacane in Academic Year 2023/2024”. The initial activity was to repeat the simple present tense material of students who had been taught previously in class XI, then the researcher distributed a questionnaire with a total of 20 statements about the simple present tense. The questionnaire focused on grammar, the use of simple present tense and adverb of time found in simple present tense. The results of the student questionnaire are tabulated as follow:

Table 4.1 The Results of Percentage Analysis

No.	Name	Class	Aspect		
			Grammar	Use S.P.T	Adverb of time
1.	Suci	XI-1	0,67	0,5	0,5
2.	Nabila	XI-1	0,5	0,5	-
3.	Rani	XI-1	0,42	0,5	0,5
4.	Pina	XI-1	0,58	0,67	-

No.	Name	Class	Aspect		
			Grammar	Use S.P.T	Adverb of time
5.	Reka	XI-1	0,5	0,67	0,5
6.	Sekar	XI-1	0,67	0,5	0,5
7.	Intan	XI-1	0,92	0,67	0,5
8.	Desiana	XI-1	0,33	0,67	-
9.	Mutiara	XI-1	0,67	0,5	0,5
10.	Salwa	XI-1	0,5	0,5	-
11.	Farid	XI-1	0,5	0,83	1
12.	Azuan	XI-1	0,5	-	-
13.	Ahmad	XI-1	0,17	0,5	-
14.	M. nazri	XI-1	0,58	0,67	-
15.	Ibnu	XI-1	0,67	0,67	-
16.	Riandi	XI-1	0,58	0,67	-
17.	Saidah	XI-1	0,33	0,5	0,5
18.	Wahyu	XI-1	0,75	0,67	-
19.	Alja	XI-1	0,58	0,67	-
No.	Name	Class	Aspect		
			Grammar	Use S.P.T	Adverb of time
20.	Mayang	XI-1	0,42	0,33	-
Total amount:			10,84	11,19	4,5
Overall percentage:			18,06%	37,3%	45%

In the table above shows that out of 20 statements there are several students who choose the least correct answer, to get their respective scores from the correct answer chosen by the students the researcher make calculations in the first way, the number of correct answers divided by the number of statements on aspects that have been described in the previous chapter. Second, after getting the total scores of the three aspects of the study, researchers will look for the total percentage of 20 students according to the aspect, namely by the way the total score of students correct answers divided by the highest total number in the research aspect is then multiplied by 100%, can be seen in the explanation below:

1. Grammar: $\frac{10,84}{60} \times 100\% = 18,06\%$
2. Use of simple present: $\frac{11,19}{30} \times 100\% = 37,3\%$
3. Adverb of time: $\frac{4,5}{10} \times 100\% = 45\%$

In the latest data analysis showed that the total percentage obtained from 20 students was 18.06% in grammar then, in simple present use the total percentage was 37.3% and in adverb of time the percentage obtained from 20 students was 45%. It can be concluded that the highest total percentage of difficulty levels of the three aspects that have been described is contained in the adverb of time. In this study, the cause of students difficulty in using simple present tense occurs due to several factors that influence it, one of which is students ignorance of tense formulas, especially simple present, pattern rules on the placement of verbs in a sentence and the type of sentence in simple present.

Conclution and Suggestion

Conclution

This study focuses on students' difficulties in using simple present, based on data in table 4 there are 3 students who choose the least correct answer (on grammar) then on (use of simple present) there are 1 students who choose the least correct answer and for (adverb of time) There were 8 students who answered the statement and the rest did not, this shows that for all three aspects in this study Adverb of time is one of the levels of difficulty faced by students in learning tenses. Meanwhile, for the overall percentage of students in understanding and using simple present there are 18.06% (in grammar), then 37.3% (in use simple present) and finally 45% (in adverb of time).

Suggestion

Teachers

With this research, it is hoped that teachers can improve in providing in-depth tense explanations to students and it is expected that teachers can repeat simple present tense material to students who have previously been taught, so that students do not lag behind in learning English which is a world international language.

Students

For students to use the simple present tense, it is important to understand the formula first which consists of the subject, verb form, time adverb, and so on, where the tense has a complicated structure in its use, so to make a sentence should not be arbitrary, for that it needs practice and repetition in learning tenses at school and outside school.

REFERENCE

- Ahcmadi, A; and Narbuko (2015) Research Methodology, *Journal: Bumi Aksara*.
- Arikunto, Suharsimi. 2017. *Jakarta Research Procedure PT Rineka Cipta Sugiyono*. 2017. Bandung Research and Development Methods: Alfabeta.
- Arikunto, S. (2013). *Research Procedure: a Practice Approach*. Jakarta: Rineka Cipta.
- Arikunto, Suharsimi. 2014. *Research Procedure of a Practice Approach*. Jakarta: Rineka Cipta.
- Asrori, (2020). *Educational psychology: a multidisciplinary approach*. Banyumas: Pen Persada.
- Brown, H, Douglas & Lee Heekyeong. (2015). *Teaching by Principle: An Interactive Approach to Language Pedagogy*. New York: Pearson Education, Inc.
- Cakir, Ismail. 2011. Theory and Practice in Language Studies. Problems in Teaching Tense to Turkish Learners, (1)2, 123, 123-127. Retrived from https://www.researchgate.net/profile/Ismail_Cakir2/Publication/267207182_Problems_inTeaching_Tenses_toTurkish_Learners/links/5479c8030cf205d1687fa913/problems-in-Teaching-Tenses-to-Turkish-Learners.pdf.
- Creswell, Jhon W. 2014 *Research Design Qualitative, Quantitative and mixed Methods Approaces (4th Ed)*. London: sage.
- Donnchaidh, S. (2018). *How to write an excellent information Report Text*. Retrieved January 21, 2020, from <https://www.Literacyideas.com/information-report>.
- Elis Susanti, Rulik Setiani & Desi Dwi Marantika (2020/2021) An Analysis of Students Difficulties in Understanding Simple Present Tense at Tenth Grade Students Marketing SMKN 2 Kotabumi. *Journal Griya Cendikia, Vol 7, No 2, Juli 2022*.
- Frederick, N. 2015. *The Professional Importance of grammar and how it should be taught*, Pitjournal. Unc. edu.
- Handayani, Ririn. 2020 *Social Research Methodology, Yogyakarta: Trussmedia Grafika*.
- Hasan, A. S. (2000). *Learners' perceptions of listening comprehension problems*. Language Culture and Curriculum, 13(2), 137-153.
- Ismail (2016) Diagnosis of students learning difficulties in active learning at school, *Educational journal. Vol 2, No 1*.
- Ismiyati, Y. (2018) *freshman of Grammar: Students Ability in Using Simple Present Tense at Batanghari Jambi*. 18 (3), 490-496.
- McCusker, K and Gunaydin, 2015 *Research Using Qualitative, Quantitative or Mixed Methods and Choice Based on the research. Perfusion*. Volume: 30 issue: 7, Pages: 537-2.
- Md. Shidur Rahman, (2017). The Advantages and Disadvantages of using Qualitatif and Quantitative Approaches and Methods in Language "Testing and Assessment" Research: A Literature

Review. *Journal of Education and Learning: Vol.6, No.1: 2017. 155N 1927-5230. E- ISSN 1927- 2569.*

Nassaji, Houssein. (2015). Qualitative and Descriptive Research: Data Type versus Data Analysis. *Language Teaching Research*. 19(2), 129-132.

Nordquist, R.2017. *Meaning Semantics [online]. Available: <https://www.thoughtco.com/meaning-semantics-term-1691373> [30 Juni 2018].*

Nugrahani (2014) *Qualitative Research Methods in the field of language education.*

Nurjan, Syarifan. (2016). *Psychology of Learning. Ponorogo: Wade Group.*

Pereira, (2017), *a study on the Ability to use simple present tense by the first Grade Students of Ensino Basico Central Padre Manuel Luis Maliana in the school.* University of Jakarta.

Sari, Mayang & Triyanti Abdulrahman. (2019) Discovery learning strategy on students Reading Comprehension in Report Text. *Journal language education, 15 (2). 19-12.*

Sari N.L. 2021.' *Analysis of students Difficulties in Writing Recount Text at Tenth Grade of MAN Al-Hidayah Jambi (University Sulthan Thana Saifudin Jambi).* " State Islamic University Sulthan Thana Saifudin Jambi.

Smaldino, E, S., Lowther, D.L., Mims, C., & Russel, J.D. (2015). *Instrustional Technology and Mediafor Learning (11th).* United States: Person.

Sugiyono 2013. *Research Methodology Quantitative, Qualitative and R&D.* Bandung: Alfabeta.

Sugiyono (2014) *Educational Research Methods Quantitative, Qualitative approach and R&D.* Bandung: Alfabeta.

Tarigan, F.N. (2021). Students' Difficulties in Reading Comprehension on Report Text. *Journal Language, 32 (2), 118-124. [https://doi.org/ 10. 24114/ Bhs. V32i2-26623.](https://doi.org/10.24114/Bhs.V32i2-26623)*

Umar Sidiq and Moh.Miftachul Choiri (2019) *Qualitative Research Methods in Education.*

Utami, F, N. (2020) the role of teachers in overcoming the learning difficulties of primary school students. *Educational: Journal of Educational Science, 93-100.*

Widoyoko. 2014. *Research Instrument Preparation Techniques,* Yogyakarta: Student Library.