



1. Dilarang memperbanyak atau mendistribusikan dokumen ini untuk tujuan komersial tanpa izin tertulis dari penulis atau pihak berwenang. Penggunaan untuk kepentingan akademik, penelitian, dan pendidikan diperbolehkan dengan mencantumkan sumber.
2. Penggunaan tanpa izin untuk kepentingan komersial atau pelanggaran hak cipta dapat dikenakan sanksi sesuai dengan UU Hak Cipta di Indonesia. Plagiarisme juga dilarang dan dapat dikenakan sanksi.
3. Universitas hanya berhak menyimpan dan mendistribusikan dokumen ini di repositori akademik, tanpa mengalihkan hak cipta penulis, sesuai dengan peraturan yang berlaku di Indonesia.

CHAPTER I INTRODUCTION

A. Background of the Problem

English is an important subject in the Indonesian education curriculum because it functions as a means of international communication and provides access to global information. However, in the learning process, many students still experience difficulties in mastering basic aspects of English, particularly grammar. One of the basic grammatical forms that students still find difficult to understand is the simple present tense. The use of the simple present tense is particularly relevant in descriptive writing, as this type of text commonly requires students to describe the characteristics, qualities, and general facts of a particular subject. Descriptive text is generally written to portray a particular person, animal, place, or object by explaining its distinctive characteristics and qualities. Since the information presented in this type of text commonly concerns characteristics and facts about the object being described, the use of an appropriate tense is necessary. One grammatical form that is closely associated with descriptive text is the simple present tense. Pratiwi, Susilawati, and Wardah (2020: 76) identify the simple present tense as one of the language features of descriptive text. Its use is relevant because descriptive writing commonly presents characteristics or conditions that are generally considered true. Similarly, Diana (2020: 65) explains that descriptive text is one of the text types that employs the present tense. Therefore, the simple present tense can be regarded as a dominant grammatical feature in descriptive

text, particularly in sentences used to state general facts and describe the characteristics of a particular person, animal, place, or thing.

Descriptive text is composed of two main components, namely identification and description. According to Noprianto (2017: 344), descriptive text usually employs simple present tense, along with adjectives, linking verbs, and noun phrases. It often presents sensory details to help describe the appearance, sound, and feeling of a person, place, or thing. In addition, Andrade et al. (2019: 344) explain that the primary purpose of descriptive text is to present detailed information about particular entities. Therefore, it is important for students to understand the characteristics of this text type. Descriptive text usually uses the simple present tense to express factual and general information. The social function of descriptive text is to provide a clear description of a person, place, object, or phenomenon so that readers can build a mental image of the subject. Therefore, descriptive text serves not only as written expression but also as a means of communication in academic and daily contexts.

The simple present tense is a basic grammatical form commonly used to express habits, daily activities, and general truths. Although it is considered a basic tense in English, many students still experience difficulties in using it correctly. Common errors include incorrect verb forms and improper use of auxiliary verbs *do* and *does*. These problems indicate that students' understanding of the simple present tense is still relatively low. In the context of descriptive text, the simple present tense is very important because it is



used to describe general characteristics and factual information about a subject. Descriptive texts usually present permanent or habitual features of a person, place, or object. Therefore, the simple present tense is consistently used to express these stable conditions.

A good understanding of grammar is important because it serves as the foundation for students to construct correct sentences and convey meaning clearly. According to Murcia and Freeman (2020: 12), grammar serves as an essential foundation that supports language proficiency and communicative competence. Therefore, if students do not understand the use of the simple present tense well, it may affect their ability to use English properly in learning contexts. This statement is also supported by Rahman and Fitria (2022: 45), who state that students' grammatical understanding significantly influences their ability to communicate effectively in English.

Similar problems were also found among X grade students at SMK Negeri 1 Tembilahan. Based on preliminary interviews, some students were reported to still experience difficulties in using the simple present tense in positive, negative, and interrogative sentences. These difficulties mainly occurred in verb forms, subject–verb agreement, and the use of auxiliary verbs do and does. According to Sari and Yusuf (2023: 38), several factors may contribute to students' difficulties in learning grammar, including differences in Indonesian and English grammar systems, limited English exposure, and inadequate contextual practice.



The problem addressed in this research was identified through an interview with an English teacher at SMK Negeri 1 Tembilahan. Based on the teacher's explanation, Grade X students still encountered difficulties in applying the simple present tense, particularly when selecting the appropriate verb forms according to the subject. The students had difficulty distinguishing the use of base verbs (V1) with plural subjects from the use of verbs ending in -s, -es, or -ies with third-person singular subjects. These difficulties were particularly relevant to descriptive texts, in which the simple present tense is commonly used to describe the characteristics and general facts of a particular subject. Therefore, this research focused on examining the understanding of Grade X students at SMK Negeri 1 Tembilahan in using simple present tense verbs on descriptive texts, specifically regarding the use of base verbs (V1) and the addition of -s/-es/-ies for third-person singular subjects.

B. Identification of the Problem

Based on the background of the problem above, the problems identified in this research were as follows:

1. Students experienced difficulties in understanding the use of verbs in the simple present tense on descriptive texts.
2. Students were not yet fully able to use verbs in the simple present tense correctly on descriptive texts.
3. Students still made errors in the use of verbs in the simple present tense, especially in verb forms on descriptive texts.



C. Limitation of the Problem

This research was limited to analyzing the understanding of X grade students at SMK Negeri 1 Tembilahan regarding the use of verb forms in the simple present tense on descriptive texts. The focus of this research was specifically on students' ability to use correct verbs and the addition of -s/-es/-ies for third person singular subjects. This research only examined the form of verbs used by students in constructing simple present tense sentences within descriptive texts. It did not cover other aspects such as nominal sentences, meaning, use, vocabulary, pronunciation, or other English tenses.

D. Research Question

Based on the background and limitation of the problem, the research question of this research was: "How was the understanding of X grade students at SMK Negeri 1 Tembilahan in using simple present tense verbs on descriptive texts?"

E. Objective of the Research

Based on the research question, this research aims to analyze X grade students' understanding in using simple present tense verbs in descriptive texts, with a specific focus on verb forms, at SMK Negeri 1 Tembilahan.



F. Significance of the Research

This research was expected to provide benefits as follows:

1. English Teachers

The findings of this research were expected to serve as a reference for English teachers in understanding the level of X grade students' understanding in using simple present tense verbs on descriptive texts. Therefore, teachers could adjust their teaching strategies, methods, and emphasis in grammar instruction, particularly in the use of simple present tense on descriptive texts, to be more effective and appropriate to students' needs.

2. Students

This research was expected to help students become more aware of the difficulties they experienced in understanding and using simple present tense verbs on descriptive texts. By identifying their weaknesses, students were expected to improve their understanding and accuracy in using the simple present tense, especially in writing and comprehending descriptive texts.

3. Future Researchers

The results of this research were expected to serve as a reference or source of information for future researchers who intended to conduct similar studies, either by focusing on other types of texts, different grammatical aspects, or by employing different research approaches and methodologies.





1. Dilarang memperbanyak atau mendistribusikan dokumen ini untuk tujuan komersial tanpa izin tertulis dari penulis atau pihak berwenang. Penggunaan untuk kepentingan akademik, penelitian, dan pendidikan diperbolehkan dengan mencantumkan sumber.
2. Penggunaan tanpa izin untuk kepentingan komersial atau pelanggaran hak cipta dapat dikenakan sanksi sesuai dengan UU Hak Cipta di Indonesia. Plagiarisme juga dilarang dan dapat dikenakan sanksi.
3. Universitas hanya berhak menyimpan dan mendistribusikan dokumen ini di repositori akademik, tanpa mengalihkan hak cipta penulis, sesuai dengan peraturan yang berlaku di Indonesia.

4. Readers

This research was expected to provide additional insight for readers, particularly university students, prospective English teachers, and those interested in English language education, regarding a real depiction of students' understanding in using simple present tense verbs on descriptive texts.

G. Definition of the Key Terms

1. Students' Understanding

According to Ardelia et al. (2024: 248-249) understanding refers to the process of comprehending and learning thoroughly to develop comprehension and acquire extensive knowledge.

2. Tense in English

According to Thornbury (2016: 224) tense is a grammatical feature that modifies verb forms to indicate the time of an action or event.

3. Simple Present Tense

Eastwood in Lestari & Nabah (2010: 49) explains that the simple present tense functions to express habitual actions, thoughts, emotions, conditions, permanent facts, and routine activities.

4. Descriptive Text

According to Ginting et al (2020: 69) descriptive text is a text type that describes specific people, objects, or situations by providing detailed information about their characteristics.



1. Dilarang memperbanyak atau mendistribusikan dokumen ini untuk tujuan komersial tanpa izin tertulis dari penulis atau pihak berwenang. Penggunaan untuk kepentingan akademik, penelitian, dan pendidikan diperbolehkan dengan mencantumkan sumber.
2. Penggunaan tanpa izin untuk kepentingan komersial atau pelanggaran hak cipta dapat dikenakan sanksi sesuai dengan UU Hak Cipta di Indonesia. Plagiarisme juga dilarang dan dapat dikenakan sanksi.
3. Universitas hanya berhak menyimpan dan mendistribusikan dokumen ini di repositori akademik, tanpa mengalihkan hak cipta penulis, sesuai dengan peraturan yang berlaku di Indonesia.

