

SKRIPSI Siti Hidayati Al-Fiyah Bahasa Inggris.pdf

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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 ⁷¹the 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 ²by 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.

¹D. 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 ⁸in using simple present tense verbs on descriptive texts?”

⁵⁸E. Objective of the Research

Based on the research question, this research aims to ⁸analyze 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 Research¹⁰

This research was expected to provide benefits as follows:

1. English Teachers²²

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.

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

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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.

REVIEW OF THE RELATED LITERATURE**A. Review of the Related Theories****1. Students' Understanding****a. Definition of Understanding**

Students' understanding was the ability possessed by learners to grasp, interpret, and explain the learning material they had received, so that they did not merely memorize, but were also able to apply the knowledge in various situations. This understanding reflected the extent to which students truly comprehended the concepts being learned, as demonstrated through their ability to answer questions, solve problems, and relate the material to their prior knowledge or experiences.

According to Hodsay et al. (2025: 1–2), students' understanding acts as the basis for acquiring a comprehensive understanding of learning materials and solving problems accurately. Similarly, Yufentya et al. (2019: 1–2) defines students' understanding as learners' ability to comprehend concepts, as evidenced by their ability to explain and apply them in appropriate situations. Therefore, students' understanding not only functioned as the basis of the learning process but also reflected their ability to master and apply the concepts they had learned.

In conclusion, students' understanding could be defined as a fundamental cognitive ability that enabled learners to grasp, interpret, and explain learning materials, while also applying the acquired knowledge in various contexts. It went beyond mere memorization, as it reflected the depth of students' comprehension through their ability to solve problems, answer questions, and connect new information with prior knowledge. Supported by the views of Hodsay et al. (2025) and Yufentya et al. (2019), students' understanding functions as a foundation for meaningful learning while reflecting students' mastery in understanding and applying concepts effectively.

b. Kinds of Students' Understanding

According to Salmento (2021: 67) the kinds of students' understanding divided into 3, that are:

1) Declarative Understanding

Declarative understanding referred to students' basic knowledge of concepts or rules. At this level, students were able to recognize, recall, and state information, but they did not fully understand how to apply it in practice. This type of understanding was often associated with memorization of facts or grammatical rules. For example, students knew that verbs in the ⁹ simple present tense required the addition of -s/-es/-ies for third person singular subjects, but they still made errors when using them in sentences.

2) Procedural Understanding

Procedural understanding referred to students' ability to apply their knowledge in performing tasks or solving problems. At this level, students were not only able to recall rules but also used them correctly in practice. This meant that students could construct sentences using appropriate grammatical structures based on their understanding. For instance, students were able to use the correct verb forms ⁹ in simple present tense sentences, such as adding -s or -es for third person singular subjects.

3) Epistemic Understanding

Epistemic understanding referred to a deeper level of understanding in which students were able to explain, analyze, and evaluate their knowledge. At this level, students understood not only how to use rules but also why those rules were applied in certain contexts. They were able to identify errors, justify their answers, and make corrections when necessary. For example, students could explain why a verb must change form in a particular sentence and could correct incorrect usage.

c. Indicators of Students' Understanding

The indicators in this research were developed based on the theory proposed by Freeman (2015: 28–31), which states that grammar ¹² consists of three aspects, namely form, meaning, and use. In this

research, the focus was limited to the form aspect, particularly ⁶ the use of verbs in the simple present tense on descriptive texts. Therefore, the indicators were designed to measure students' understanding in using correct verb forms in constructing descriptive sentences. The indicators were as follows:

1) Accuracy in Using Base Verb Forms (V1)

This indicator referred to students' ability to use base verb forms (V1) correctly in simple present tense sentences on descriptive texts. Students were expected to recognize and apply the correct base form of verbs when constructing sentences. This indicated that students understood the basic structure of verbs before applying more complex grammatical rules. According to Parrott (2010: 188–190), the present simple distinguishes between verbs used with third person singular subjects and those used with other subjects. For subjects other than the ¹⁹ third person singular, the verb remains in its base form.

Similarly, Carter and McCarthy (2017: 219) explain that ³⁷ the present simple is formed using the base form of a lexical verb for all persons except the third person singular. Therefore, the base verb form is appropriately used with subjects such as I, you, we, and they, as well as plural noun subjects. In this research, students' accuracy in using base verb forms refers to their ability to select and apply the correct uninflected verb

form when constructing simple present tense sentences in descriptive texts.

2) Accuracy in Using Verbs with -s/-es/-ies (Third Person Singular)

This indicator measured students' ability to add the suffixes -s/-es/-ies to verbs when they were ⁵ used with third person singular subjects such as he, she, and it. Students had to understand when and how this rule was applied in simple present tense sentences. Errors in this aspect usually indicated a lack of understanding of basic grammatical rules. Parrott (2010: 194–196) explains that verbs ⁵ used with third person singular subjects, such as he, she, it, and singular nouns, take ³⁸ the third-person singular form in the present simple. In general, ⁷⁶ this form is produced by adding -s to the base verb, while certain verbs require spelling changes.

Similarly, Carter and McCarthy (2017: 219) state that ⁴⁸ the third person singular form of the present simple is formed by adding -s or -es to the base form, with specific spelling changes for particular verb endings. ⁴² For example, verbs ending in a consonant followed by -y change the -y to -i before adding -es, as in study → studies. Therefore, students need to understand both the grammatical condition requiring the third-person singular form and the spelling rules involved in forming -s, -es,

and -ies verbs. In this research, this indicator measures students' accuracy in applying these verb-form changes when using third person singular subjects in descriptive texts.

2. Tense in English

Tense was a grammatical category in English that referred ⁵ to the form of a verb used to indicate the time of an event or activity, such as past, present, and future. Tense was not only related to time, but also described the relationship between ⁷⁵ the time of the event and the time of speaking. In its use, tense was very important in communication because it helped speakers and listeners understand when an event occurred clearly and accurately. Therefore, mastering tense was ⁵ one of the fundamental aspects of learning English grammar.

According to Napratilora & Siagian (2019: 23) tense is a grammatical category that modifies verb forms to indicate when an action or event occurs, especially in everyday communication. This meant that tense helped speakers express whether an action happened regularly, was happening at the moment, or had already happened in the past.

Furthermore, tense had been widely discussed in linguistic studies. According to Jabbari (2013: 244), tense is a grammatical category that expresses the time of an event or situation within a language. More recent studies also emphasized that tense played an essential role in conveying meaning accurately in context.

Based on the discussion above, tense was a fundamental grammatical category in English that indicated the time of an event or action and reflected the relationship between the occurrence of the event and the moment of speaking. It played a significant role in communication by helping speakers and listeners identify when an action occurred. Therefore, a solid understanding of tense was essential for learners to use English accurately, effectively, and appropriately in both spoken and written communication.

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3. Simple Present Tense

a. The Definition of Simple Present tense

Simple present tense was a basic grammatical form in English¹ used to express actions or situations that happen regularly, repeatedly, or are generally true. It was commonly used to describe daily activities, habits, and facts that do not change over time. In addition,³⁰ the simple present tense showed that an action occurred in the present time and was not limited to a specific moment. Therefore, it was widely used in everyday communication to convey clear and simple information about routines and general conditions.

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According to Napratilora and Siagian (2019: 29),¹⁷ the simple present tense is used to indicate actions, events, or conditions that occur at the present time. It is considered as one of the most commonly used tenses in daily communication because it helps

speaker express actions that occur regularly or habitually. In addition, Gumelar and Bangkit (2023: 1) emphasizes that ¹¹ the simple present tense is a fundamental grammatical tense that students need to master in order to write descriptive texts effectively. This indicated that understanding the simple present tense was essential for learners to communicate effectively.

Furthermore, several studies highlighted the importance of simple present tense in English learning. Lase and Laoli (2023: 2) points out that the ⁶⁶ simple present tense plays an important role in writing, particularly in descriptive texts, where accurate and clear descriptions are required. Similarly, Napratilora and Sarah (2025: 299) highlights that the simple present tense is an essential grammatical form used in both spoken and written communication, requiring students to have a good understanding of its forms and correct usage. Therefore, mastering simple present tense was crucial for students to avoid errors and to convey meaning clearly in communication.

Taken together, ⁵ the simple present tense was a fundamental element of English grammar that served to express habitual actions, general truths, and situations taking place in the present. It played an important role in both spoken and written communication, especially in describing daily activities and general facts. Various studies also emphasize that ⁸ the simple

present tense is a fundamental tense that must be mastered by learners, particularly in writing descriptive texts. Therefore, a good understanding of the simple present tense was essential for students to use English accurately, avoid errors, and communicate their ideas clearly and effectively.

b. Kinds of Sentences in Simple Present Tense

Simple present tense was expressed through different sentence forms to show meaning in communication. It could be classified into three kinds of sentences, namely affirmative, negative, and interrogative, as follows:

1) Affirmative Sentences

According to Azar and Hagen (2017: 3–6), an affirmative sentence is a sentence that conveys positive information or expresses a statement without negation.

The following presented the formula of affirmative sentences in the simple present tense along with their examples to clarify their structure and usage in English.

- S + V1 (for I, You, We, They)
- S + V1 + s/es (for He, She, It)

Examples:

- I eat rice every day.
- She eats rice every day.

2) Negative Sentences

According to Murphy (2019: 126), a negative sentence is a type of sentence that expresses the denial or negation of an event or piece of information.

The following presented the formula of ⁸⁷negative sentences in the simple present tense along with their examples to clarify their structure and usage in English.

- S + do not + V1 (for I, You, We, They)
- S + does not + V1 (for He, She, It)

Examples:

- I do not eat rice every day.
- She does not eat rice every day.

3) Interrogative Sentences

According to Swan (2016: 2–3), an interrogative sentence can be defined as a sentence that functions to ask questions and follows a particular grammatical structure, such as the yes/no question form.

The following presented the formula of ⁵²interrogative sentences in the simple present tense along with their examples to clarify their structure and usage in English.

- Do + S + V1? (for I, You, We, They)
- Does + S + V1? (for He, She, It)

Examples:

- Do you eat rice every day?
- Does she eat rice every day?

c. Rules in Simple Present Tense

Rules in the simple present tense were grammatical guidelines that regulated how sentences were formed, including subject-verb agreement and the use of auxiliary verbs. These rules were important to ensure that sentences were grammatically correct and clearly conveyed meaning. According to Swan (2016: 25) accurate construction of the simple present tense requires the correct use of verb forms and auxiliary verbs. Based on Swan's explanation, the main rules of the simple present tense could be explained as follows:

1) Subject-Verb Agreement

In the simple present tense, the verb must agree with the subject. For third person singular subject such as he, she, and it, the verb takes the suffix -s/-es/-ies.

Example:

- She works every day.
- He goes to school by bus.

2) Use of Verb Agreement

The verb generally remains in its base form (V1) for subjects I, you, we, and they.

Example:

- I study English every day.
- They play football on weekends.

3) Use of Auxiliary Verbs (Do/Does)

Auxiliary verbs do and does are used to form ¹¹ negative and interrogative sentences.

- Do (I, you, we, they)
- Does (he, she, it)

Example:

- Negative: She does not like coffee.
- Interrogative: Does she like coffee?

4) Functions ¹¹ of Simple Present Tense

The simple present tense is used to express:

- Habitual actions ¹⁸ (I wake up at 5 a.m.)
- General truths ¹ (The sun rises in the east.)
- Scheduled events (The class starts at 8 a.m.)

d. Adverbs in Simple Present Tense

Adverbs of frequency were one of the important grammatical elements in the simple present tense because they indicated how frequently an action or event took place. Common examples, such as always, often, sometimes, and never, enabled speakers and writers to express habits, routines, and repeated activities more precisely. In terms of sentence structure, these adverbs were

generally ⁵ placed before the main verb, whereas they followed the verb to be. Solihin et al. (2023: 154–155) explained that learners needed to understand adverbs of frequency because their correct use supported mastery of the simple present tense, particularly when describing routine actions and everyday activities.

Likewise, Mahmud (2025: 11) pointed out that adverbs of frequency, including *always*, *often*, and *never*, were closely connected with the simple present tense since they strengthened its function in expressing habitual actions and general facts. A proper understanding of both their meaning and placement therefore helped learners produce grammatically accurate and meaningful sentences.

Taken together, the previous studies indicated that adverbs of frequency formed an essential part of the simple present tense because they enabled speakers and writers to express the frequency of actions clearly and accurately. Their appropriate use also contributed to the construction of well-formed sentences. Accordingly, this study considered students' understanding of adverbs of frequency as one of the aspects to be examined, particularly in relation to their ability to use correct verb forms when writing descriptive texts.

4. Descriptive Text

Descriptive text is one of the text types used to present information about a particular person, animal, place, object, or other specific entity. Rather than explaining an event or telling a sequence of experiences, this type of text directs the reader's attention to the features of the subject being described. The information may include physical appearance, qualities, characteristics, parts, location, or other details that help readers understand the subject. In other words, descriptive text enables a writer to present a subject through carefully selected details so that the reader can develop a clear picture of it. Siregar and Dongoran (2020: 81–90) identify descriptive writing through its generic structure and language features, including identification, description, the use of simple present tense, specific participants, adjectives, and other grammatical elements.

The main purpose of descriptive text is to give readers a detailed representation of a particular subject. The writer does not merely mention the name of the subject but provides information that distinguishes it from other subjects. For example, when describing a school, the writer may explain its location, physical appearance, facilities, teachers, and learning environment. Through these details, readers can gain a more complete understanding of the subject even though they do not directly observe it. Thus, the effectiveness of a descriptive text depends on the writer's ability to select relevant characteristics and organize them in a clear manner.

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a. Generic Structure of Descriptive Text

Descriptive text generally has two major structural components, namely identification and description. Siregar and Dongoran (2020: 81–90) use these two components as indicators in assessing students' descriptive writing.

1. Identification

Identification serves as the introductory part of the text. In this section, the writer introduces the particular person, animal, place, object, or other entity that will become the subject of the description. The information presented at this stage is generally brief because its main function is to establish the topic before the writer provides more detailed information.

2. Description

Description constitutes the main part of the text because it elaborates on the subject introduced in the identification section. This section may contain information about the subject's appearance, characteristics, qualities, parts, behavior, location, or other relevant aspects. The details should be related to the subject and arranged in a way that allows readers to understand the object more clearly.

b. Language Features of Descriptive Text

Apart from its organization, descriptive text has particular linguistic characteristics. Siregar and Dongoran (2020: 81–90)

identify several language features associated with descriptive writing, including ²⁸ the use of specific participants, simple present tense, attributive and identifying processes, adjectives, and classifiers in nominal groups. Based on these characteristics, the major language features relevant to descriptive text can be explained as follows.

1. Specific participants

Descriptive text normally focuses on a particular participant rather than referring to people, animals, places, or objects in a general sense. The participant may be a specific person, a particular place, a certain animal, or an identifiable object. For instance, Borobudur Temple, my cat, and my English teacher refer to particular entities.

2. Simple present tense

⁷ The simple present tense is commonly employed to state characteristics, conditions, habits, and general facts concerning the subject. This tense is particularly suitable for descriptive writing because the information being presented often describes qualities or conditions that are considered generally true. Pratiwi, Susilawati, and Wardah (2020: 76) ¹⁷ identify the simple present tense as one of the language features of descriptive text. This linguistic feature is especially relevant to the present study

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because the research focuses on students' understanding of simple present tense verb forms in descriptive texts.

3. Adjectives

Adjectives are important in descriptive writing because they provide information about the qualities or characteristics of the subject. Words such as beautiful, large, friendly, clean, tall, and comfortable can be used to make a description more specific. Through the use of appropriate adjectives, writers can communicate the physical or personal characteristics of the subject more clearly.

4. Linking or relational verbs

Descriptive texts frequently use linking or relational verbs to connect a subject with information about its characteristics, identity, or possession. Examples include is, am, are, has, and have. For example, in the sentence The classroom is clean, the verb is connects the subject with its characteristic. Similarly, The school has a large library provides information about one of the school's facilities.

5. Action verbs

Action verbs may be used when the writer needs to describe activities, habits, or behaviors associated with the subject. Examples include study, work, play, live, and teach. When these 86 verbs are used in the simple present tense, their form

must agree with the subject. This aspect is relevant to the present research because incorrect verb forms may affect the grammatical accuracy of descriptive sentences.

6. Detailed noun phrases

Descriptive writing can employ noun phrases containing additional information to make the subject more specific. For example, a large school building, long black hair, and a clean and comfortable classroom provide more information than a single noun. The use of detailed noun phrases therefore contributes to the completeness of a description.

7. Adverbs

Adverbs can provide additional information about the subject's behavior, activities, location, or frequency. For example, expressions such as usually, often, carefully, and there can add contextual information to a description. Their use can make the description more precise and informative.

c. ³⁰ The Use of Simple Present Tense in Descriptive Text

The simple present tense has an important role in descriptive writing because descriptions frequently concern facts, characteristics, conditions, and habitual information about a particular subject. Pratiwi, Susilawati, and Wardah (2020: 76) include ¹⁹ the simple present tense among the language features of descriptive text. In addition, research conducted by Fauzi (2020:

120) specifically examined students' ² use of the simple present tense ⁸ in descriptive texts and found that students produced various errors in using this tense.

¹⁹ In relation to verb forms, the use of the simple present tense requires attention to the relationship between the subject and the verb. With plural subjects or subjects such as I, you, we, and they, the verb generally appears in its base form, for example, They live in Bekasi. With ³⁸ a third-person singular subject such as he, she, it, or a singular noun, the verb generally takes the appropriate third-person singular form, for example, She lives in Bekasi. Therefore, understanding the relationship between subjects and verb forms is essential for producing grammatically accurate descriptive sentences.

This aspect is directly connected to the present research, which focuses on students' understanding of two forms of simple present tense verbs: the use of base verbs (V1) and the addition of -s/-es/-ies with third-person singular subjects. The focus is therefore not on all grammatical aspects of descriptive writing but specifically on students' ability ⁵ to select the appropriate verb form in accordance with the subject.

d. Example of Descriptive Text

My Lush Hometown

My hometown is a small and peaceful village. It is surrounded by green trees, rice fields, and beautiful gardens. The village has a fresh atmosphere and a quiet environment. Many people in my hometown know each other and live together peacefully.

My hometown has wide rice fields that look green during the planting season. Several trees grow along the roads and make the village feel cool and shady. There is also a small river that flows near the village. The water is clear, and some people use the river for their daily activities. The people in my hometown are friendly and helpful. They often work together to clean the village and help their neighbors.

In the morning, farmers usually work in the rice fields, while some residents take care of their gardens. The village becomes more peaceful in the afternoon when people return home from their activities. I love my hometown because it has a beautiful natural environment and a warm community. Its green surroundings, fresh air, and peaceful atmosphere make it a comfortable place to live.

¹² B. Review of Related Findings

Several previous studies have investigated the use of ¹⁸ the simple present tense in English language learning from different perspectives, including students' ability, understanding, and grammatical errors. One of these studies was conducted by Andriani (2019) in a study entitled ⁴⁰ *An Analysis on Students' Ability in Using Simple Present Tense at XI Grade of SMA N 1 Kampar*. ⁴ The purpose of the study was to examine students' ability to use ¹ the simple present tense. The findings indicated that the students' overall ability was still at a low level. Specifically, Andriani (2019: 74–75) reported that the average score for ⁵ using the simple present tense of the verb *be* was only 33.89%, whereas the average score for using verbs reached 57.04%. The study also found that students frequently encountered problems ⁵³ with subject–verb agreement and the use of auxiliary verbs in negative and interrogative sentences. Although both studies employed written tests to investigate the simple present tense, Andriani's research focused on students' ability, whereas the present study examined students' understanding ²⁰ of simple present tense verbs in descriptive texts, particularly in relation to the correct use of verb forms.

Another relevant study was carried out by Sernawawi and Maharani ⁵⁰ (2022) under the title *The Analysis of Students' Error in Using Simple Present Tense in Writing Descriptive Text*. Their research sought to identify both the types and causes ² of students' errors in using the simple present tense when writing descriptive texts. The results showed that grammatical errors remained common among students. In particular, Sernawawi and Maharani (2022: 154–

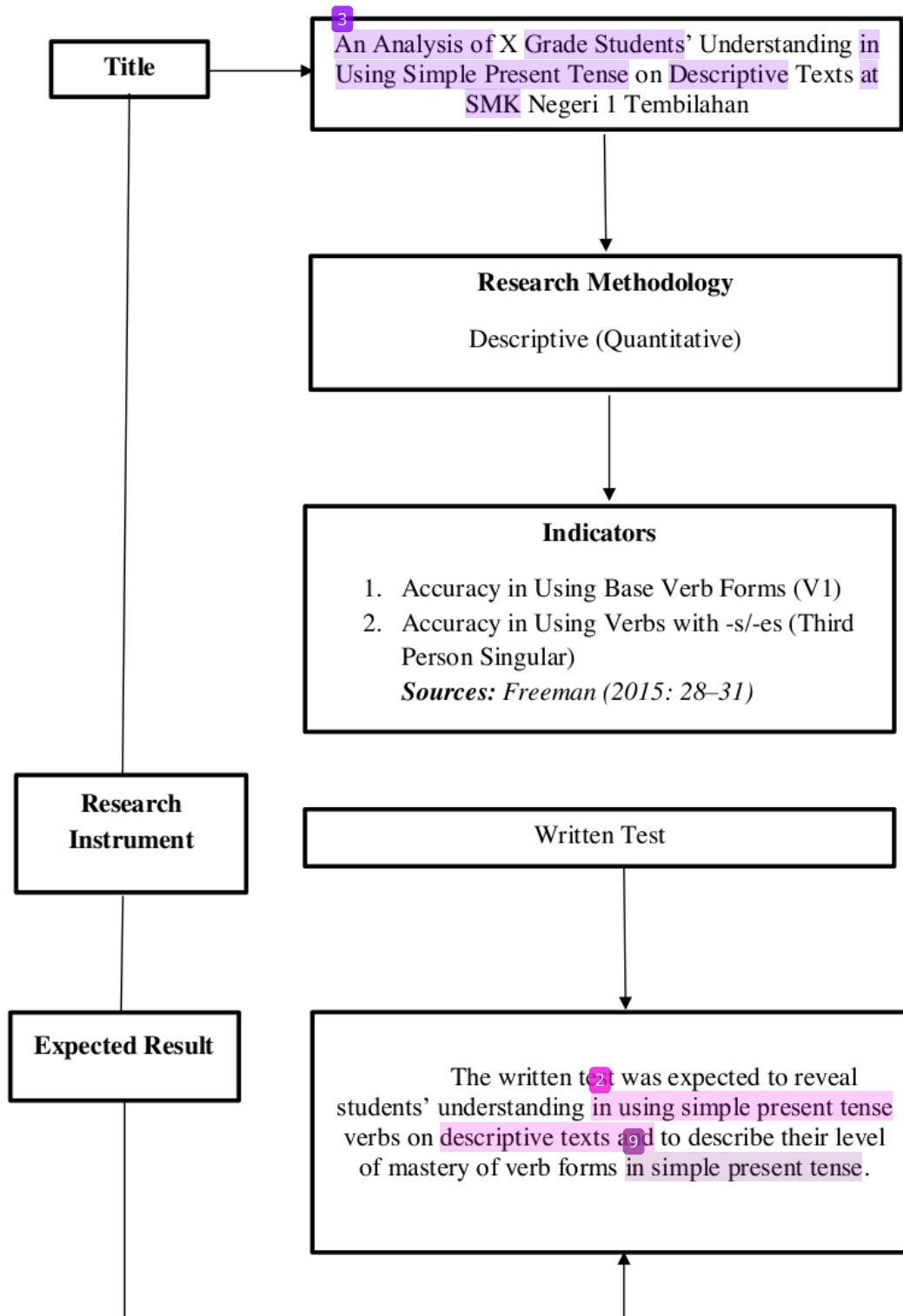
155) found that omission errors occurred most frequently, especially in the use of -s/-es endings for third-person singular subjects as well as the auxiliary verbs *do* and *does*. These findings supported the present study by suggesting that students' grammatical errors reflected insufficient understanding of simple present tense rules. Nevertheless, unlike the previous study, which concentrated on error analysis in writing, the current research focused on students' understanding of verb forms in the simple present tense within descriptive texts.

A further study conducted by Marantika et al. (2022), entitled *Analysis of Students' Difficulties in Understanding Simple Present Tense at Tenth Grade Students of SMK*, explored the difficulties experienced by students in learning the simple present tense. The researchers reported that students encountered problems in several areas, including concepts, functions, sentence patterns, and time signals. Among these aspects, sentence patterns were identified as the greatest challenge, particularly with regard to correct verb forms and subject–verb agreement (Marantika et al., 2022: 245–247). This study shared similarities with the present research because both investigated vocational high school students' understanding of the simple present tense. However, while Marantika et al. focused on identifying learning difficulties, the present research specifically examined students' understanding of verb forms used in descriptive texts.

Taken together, the previous studies demonstrated that many students continued to experience difficulties in mastering the simple present tense,

particularly in applying appropriate verb forms, maintaining subject–verb agreement, and using auxiliary verbs correctly. Although earlier research had investigated students' ability, errors, and learning difficulties, studies that specifically examined students' understanding ²⁰ of simple present tense verb forms in descriptive texts remained limited, particularly in vocational high schools. For this reason, the present study was conducted to enrich previous research by analysing the understanding ²⁶ of tenth-grade students at SMK Negeri ² 1 Tembilahan in using simple present tense verbs in descriptive texts.

C. Conceptual Framework



The conceptual framework of this research illustrates that students' understanding of the use of simple present tense verbs was examined through two main indicators. The first indicator assessed students' ability to use base verb forms (V1) accurately in simple present tense sentences, while the second indicator evaluated their ability to apply the -s/-es/-ies verb endings correctly for third-person singular subjects, such as he, she, and it. Both indicators were derived from the form aspect of grammar, with particular emphasis on the use of verbs in the simple present tense. Accordingly, this study sought to analyze the understanding of tenth-grade students at SMK Negeri 1 Tembilahan in using simple present tense verbs in descriptive texts.

RESEARCH METHODOLOGY

A. Research Design

This research adopted a descriptive quantitative research design to examine X grade students' understanding of the use of the simple present tense on descriptive texts at SMK Negeri 1 Tembilahan. A descriptive approach was considered appropriate because the research sought to describe students' actual level of grammatical understanding based on numerical data without implementing any instructional treatment or experimental procedures.

Creswell (2018: 155) explains that descriptive research is appropriate for studies intended to systematically describe the characteristics or abilities of a particular population. Similarly, Sugiyono (2019: 11–12) states that quantitative research is suitable when the collected data are numerical and analyzed through statistical techniques. Referring to these views, this research adopted a descriptive quantitative design because it was consistent with the research objective of describing students' understanding of the simple present tense as demonstrated by their test performance.

A quantitative approach was selected because it enabled the researcher to obtain numerical data in a systematic manner and analyze them statistically to describe the phenomenon being investigated. Through this approach, the research was expected to provide a comprehensive description of students' understanding of the grammatical forms and use of the simple present tense on descriptive texts.

B. Location and Time

The research was conducted at SMK Negeri 1 Tembilahan, located on Baharuddin Yusuf Street, Tembilahan, Indragiri Hilir Regency. The research was carried out from May until June 2026.

C. Population and Sample

1. Population

According to Smith (2015: 98), a population represents the complete collection of individuals or objects that share certain observable characteristics. Accordingly, the population of this research consisted of all students from the selected classes listed below:

Table III. 1 Population

No.	Class	Number of students
1.	X Accounting 1	35
2.	X Accounting 2	33
3.	X Accounting 3	35
4.	X Fashion	33
5.	X Computer and Network Engineering 1	35
6.	X Computer and Network Engineering 2	34
7.	X Marketing 1	36
8.	X Marketing 2	35
9.	X Office Management and Business Services 1	36
10.	X Office Management and Business Services 2	34
11.	X Visual Communication Design 1	28
12.	X Visual Communication Design 2	27
13.	X Culinary	35
	Total	436

2. Sample

The sample was a subset of the population selected to represent the characteristics of the population. According to Jones (2018: 42), a sample is selected to represent the population and provide information about the group being studied. In this research, the sample consisted of 44 students taken from the population of X grade students at SMK Negeri 1 Tembilahan, which totaled 436 students. To determine the sample size, this research adopted the guideline provided by Arikunto (2010: 134). The guideline explained that when a population consists of more than 100 individuals, the sample may be selected from 10%–15%, 20%–25%, or an even larger proportion of the population. Based on this theory, the researcher took 10% of the total population of 436 students, resulting in 44 students as the sample. The calculation of the sample size was as follows:

$$436 \times 10 : 100 = 43,6, \text{ which was rounded up to 44 students.}$$

This number was considered representative because it could adequately represent the characteristics of the population and was also appropriate for the research limitations, especially since the instrument used in this research was a written test that required careful and detailed scoring.

The sample in this research was selected using a random sampling technique, in which every member of the population had an equal chance of being chosen as a sample. This technique was used to minimize bias in selecting respondents. In the process, the sample selection was carried out

using Microsoft Excel. All students' names in the population were listed in an Excel sheet and assigned numbers. Then, ¹⁰ the researcher used the RAND function to randomly arrange the data, and 44 students were ³¹ selected as the research sample. Therefore, the use of random sampling with the help of Microsoft Excel was expected to produce an objective and representative sample in accordance with the research objectives.

Table III. 2 Sample

No.	Class	Total	Sample
1.	X Accounting 2	33	4
2.	X Accounting 3	35	3
3.	X Fashion	33	2
4.	X Computer and Network Engineering 1	35	2
5.	X Computer and Network Engineering 2	34	5
6.	X Marketing 1	36	5
7.	²⁷ X Marketing 2	35	7
8.	²⁷ X Office Management and Business Services 1	36	2
9.	X Office Management and Business Services 2	34	4
10.	X Visual Communication Design 2	27	6
11.	X Culinary	35	4
Total			44

D. Research Instrument

²⁴ The instrument employed in this research was a written test designed to evaluate students' understanding of ² the use of simple present tense verbs on descriptive texts. This type of instrument was selected because it enabled the researcher to assess students' ability to apply appropriate verb forms in simple present tense sentences through their written responses. Brown (2015: 286) states that written tests are suitable for assessing grammatical competence since they provide clear evidence of students' knowledge of grammatical

forms and language structures. Therefore, this study utilized a completion test containing items related to ² the use of simple present tense verbs on descriptive texts.

The construction of the research instrument was based on Freeman (2015: 28–31), which explains that grammar consists of three aspects: ¹² form, meaning, and use. However, the present research concentrated only on the form aspect, particularly ⁷ the correct application of simple present tense verbs on descriptive texts. Consequently, the instrument was developed to measure students' understanding of the correct use of verb forms on descriptive sentences according to the predetermined research indicators. Hughes (2017: 59) also explains that a test blueprint functions as an essential guide in developing a research instrument because it helps ensure that every test item represents the research objectives and indicators appropriately. Following this principle, the researcher prepared the blueprint before constructing the test items. It served as a reference for developing the try-out questions so that each research indicator was represented proportionally. Initially, the researcher prepared 30 completion-test items based on descriptive texts. These items were designed according to the two research indicators related to ² the use of simple present tense verbs on descriptive texts.

¹⁶ Afterward, the try-out items were analyzed using the Product Moment formula to examine their empirical validity and determine which items were appropriate for use in the main research. Hughes (2017: 36) further states that objective tests can be scored objectively by assigning 1 to ²⁹ each correct answer

and 0 to each incorrect answer, thereby reducing subjectivity during the scoring process. Following this guideline, every correct response in this research ⁵⁹ received a score of 1, whereas incorrect responses received a score of 0. The total score obtained by each student was subsequently ¹⁰ converted into a percentage to identify the student's level of understanding. Arikunto (2013: 281) explains that converting test scores into percentages facilitates the interpretation of results and the classification of students' achievement levels.

³
Table III. 3 Blueprint of the Test

No.	Indicators	Item Types	Item Numbers	Number of Items
1.	Accuracy in Using Base Verb Forms (V1)	Completion Test	1, 2, 3, 4, 5, 11, 13, 14, 15, 16	10
2.	Accuracy in Using Verbs with -s/-es/-ies (Third Person Singular)	Completion Test	6, 7, 8, 9, 10, 12, 17	7
	Total			17

E. Data Collection Technique

This research collected the data through a written test designed to assess students' understanding of ² the use of simple present tense verbs on descriptive texts. The instrument was prepared according to two research indicators: the accuracy in using base verb forms (V1) and the accuracy in using verbs with -s/-es/-ies for third person singular subjects. Based on these indicators, a completion test was constructed by referring to the research blueprint. The participants were 44 X grade students of SMK Negeri 1 Tembilahan who had been selected through a random sampling technique.

Prior to the test administration, the researcher explained the purpose of the research and provided clear instructions on how to answer the test items. The students then completed the test within the allocated time, after which all answer sheets were collected for analysis. Each correct response received 1 point, whereas incorrect responses received 0 points. The total score obtained by each student was converted into a percentage to simplify the interpretation of the findings. Finally, the percentage scores were grouped into five levels: Very High, High, Moderate, Low, and Very Low to identify the students' level of understanding in a more systematic manner.

F. Data Analysis Technique

1. Validity of the Instrument

Validity indicates the extent to which a research instrument accurately measures the construct or variable it is designed to assess. Brown (2010: 3) explains that a valid test is one that effectively measures the intended construct or ability. Likewise, Creswell (2012: 159) emphasizes that an instrument is considered valid when it accurately reflects the concept that the researcher aims to investigate. In this research, empirical validity was employed to evaluate the research instrument. This procedure involved administering the test to students who were not included in the research sample, and the resulting data were analyzed to determine the quality of each test item. The validity of every item was calculated using the Product Moment correlation formula. An item was regarded as valid when its r-

count ⁴⁴ value exceeded the r-table value, whereas items with an r-count lower than the r-table were classified as invalid.

Prior to the empirical validity testing, the instrument was developed based on a test blueprint derived from the learning indicators, with particular emphasis ² on the use of simple present tense verbs on descriptive texts. The blueprint specified the aspect to be measured, namely the form aspect, and determined the number of test items according to the objectives of the research. The completed instrument was then piloted in a class that belonged to the population but was excluded from the research sample. The findings from the pilot test were used to identify the items that fulfilled the validity requirements. Only the valid items were retained and subsequently used as the final research instrument for the main data collection.

2. Reliability of the Instrument

Reliability indicates ¹ the consistency of a research instrument in measuring students' abilities. An instrument is regarded as reliable when it produces stable and consistent results under similar conditions. Brown (2015: 234) explains that, in language assessment, reliability is supported by the use of clear scoring criteria and the consistent implementation of scoring procedures. Accordingly, this research assessed the reliability of the research instrument by applying ⁷⁷ Cronbach's Alpha through SPSS to examine the consistency of the test items.

³¹ Sugiyono (2017: 184) further explains that a research instrument is considered reliable when its Cronbach's Alpha coefficient exceeds 0.60.

Based on this criterion, an ⁴¹Alpha value greater than 0.60 indicated that the instrument had acceptable reliability, whereas a value below 0.60 suggested that the instrument was not sufficiently reliable. Therefore, the reliability analysis was carried out to confirm that the instrument consistently measured students' understanding of ⁷the use of simple present tense verbs on descriptive texts.

3. Written Test Data Analysis

⁴⁵The data collected from the written test were analyzed by applying a descriptive quantitative analysis technique. This method was selected because it enabled the researcher to describe students' level of understanding of ²the use of simple present tense verbs on descriptive texts based on the numerical results of the test. Sugiyono (2019: 147) explains that descriptive quantitative analysis aims to describe a phenomenon through numerical data without involving hypothesis testing. Based on this explanation, the technique was considered suitable for achieving the objective of this research.

The analysis of the data was completed through several procedures. First, the students' responses were scored objectively, with 1 point ²⁹awarded for each correct answer and 0 points assigned to each incorrect answer. After all responses had been assessed, ¹⁰the total score for each student was calculated by adding the number of correct answers. Next, the total scores were converted into percentages by using the following formula:

$$\text{Score} = \frac{\text{Correct Answers}}{\text{Total Items}} \times 100$$

Where:

Score = students' final score

Correct Answers = total correct answers obtained by the students

Total Items = total number of test items

Then, the results expressed in percentages were used to identify students' level of understanding based on certain categories.

To facilitate the interpretation of the research results, the students' scores were classified into five categories based on Arikunto in Raupu et al. (2023:16), namely ⁷⁹ very high, high, moderate, low, and very low.

The indicators analyzed in this research consisted of two aspects, namely:

- a. the accuracy in using base verb forms (V1).
- b. the accuracy in using -s/-es/-ies verbs for third person singular subjects.

²¹ Furthermore, the researcher calculated the frequency and percentage of students in each category of understanding. The calculation was used to determine the distribution of students across each category.

⁴⁹ The percentage was calculated using the following formula:

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

Where:

P = Percentage

F = Frequency of students in each category

N = Total Number of students

To facilitate the interpretation of the research results, the students' scores were classified into several categories of understanding as shown in the following table:

Table III. 4 Classification of Students' Scores

Percentage	Category
81 – 100	Very High
61 – 80	High
41 – 60	Moderate
21 – 40	Low
0 – 20	Very Low

Arikunto in Raupu et. al (2023: 16)

The results of the data analysis were presented in the form of tables, percentages, and descriptive explanations. This analysis aimed to describe students' level of understanding in using simple present tense verbs on descriptive texts systematically and clearly based on the data obtained from the written test

DATA PRESENTATION AND THE RESEARCH FINDINGS

A. Data Presentation

1. Validity of the Test

The validity test was conducted to check whether the test items in the descriptive text were accurate in measuring students' understanding of the use of verbs in the simple present tense in descriptive text. This test was conducted using the Pearson Product Moment formula in SPSS by comparing the calculated correlation value (r_x) with the value in the table (r-table) at a significance level of 0.05. Out of 30 test items distributed, only 17 items were valid. The results of the validity test were shown in the following table:

Table IV. 1 The Validity of the Test

No.	Items	R, count	R, table	Result
1.	Item 1	0.519	0.413	Valid
2.	Item 2	0.525	0.413	Valid
3.	Item 3	0.046	0.413	Invalid
4.	Item 4	0.519	0.413	Valid
5.	Item 5	0.099	0.413	Invalid
6.	Item 6	0.383	0.413	Invalid
7.	Item 7	0.560	0.413	Valid
8.	Item 8	0.020	0.413	Invalid
9.	Item 9	0.450	0.413	Valid
10.	Item 10	0.085	0.413	Invalid
11.	Item 11	0.030	0.413	Invalid
12.	Item 12	0.668	0.413	Valid
13.	Item 13	0.634	0.413	Valid
14.	Item 14	0.607	0.413	Valid
15.	Item 15	0.681	0.413	Valid
16.	Item 16	0.388	0.413	Invalid
17.	Item 17	0.582	0.413	Valid
18.	Item 18	0.272	0.413	Invalid

19.	Item 19	0.057	0.413	Invalid
20.	Item 20	0.110	0.413	Invalid
21.	Item 21	0.438	0.413	Valid
22.	Item 22	0.601	0.413	Valid
23.	Item 23	0.122	0.413	Invalid
24.	Item 24	0.578	0.413	Valid
25.	Item 25	0.539	0.413	Valid
26.	Item 26	0.629	0.413	Valid
27.	Item 27	0.485	0.413	Valid
28.	Item 28	0.145	0.413	Invalid
29.	Item 29	0.183	0.413	Invalid
30.	Item 30	0.509	0.413	Valid

Based on the validity test table above, 30 test items were tested to determine their validity. The validity test was conducted using the Pearson Product Moment correlation in SPSS by comparing the calculated r-value (r-count) of each item with the r-table value at a 5% significance level (0.05). The r-table value of 0.413 was obtained based on the degrees of freedom ($df = n - 2$). The results of the validity test showed that out of the 30 items tested, 17 items had an r-count value higher than the r-table (r-count > 0.413), so they were considered valid. The valid items were item 1, 2, 4, 7, 9, 12, 13, 14, 15, 17, 21, 22, 24, 25, 26, 27, and 30. Meanwhile, the other 14 items were considered invalid because their r-count values were lower than the r-table (r-count < 0.413). Based on these results, only the valid items were used as the research instrument for data collection. By using only valid items, the research instrument was expected to measure students' understanding of the use of verbs in the simple present tense in descriptive text more accurately, thereby supporting the validity and quality of the overall research findings.

2. Reliability of the Test

According to Sharma (2016: 271), reliability is one of the important aspects of a research instrument because it shows ²⁵ the extent to which the instrument is able to produce consistent and stable data. An instrument was considered reliable if it produced relatively similar results when used repeatedly under similar conditions. In addition, reliability also indicated the internal consistency among test ⁴¹ items in measuring the same construct.

⁵¹ In line with this, Cho (2016: 652) states that reliability refers to the consistency of scores produced by a measurement instrument. The higher the reliability value of an instrument, the lower the possibility of measurement errors, so the research results can be trusted more confidently. ¹³ In this research, the reliability test was conducted using the Cronbach's Alpha method through SPSS. ¹ The reliability test aimed to determine the consistency level of the test instrument in measuring students' understanding of ⁸⁵ the use of verbs in the simple present tense in descriptive text. ⁵⁴ The results of the reliability test showed that the Cronbach's Alpha value was 0.728. Based on the previous validity test, there were 17 test items that were considered valid and were used as the research instrument.

²⁵ Based on these results, the Cronbach's Alpha value of 0.728 indicated that the test instrument had good reliability because the value was higher than 0.70. Therefore, the test instrument used in this study was considered reliable and appropriate to be used as a data collection instrument. This

indicated that the test items had good consistency in measuring students' understanding of the use of verbs in the simple present tense on descriptive text.

Table IV. 2 The Reliability Statistic of the Test

Reliability Statistic	
Cronbach's Alpha	N of Items
0,728	17

Based on the table above, it could be seen that the Cronbach's Alpha value was 0.728. Therefore, it could be concluded that the test instrument used in this study was reliable and had a good level of reliability. This indicated that the test items had good consistency in measuring students' understanding of the use of verbs in the simple present tense on descriptive text.

3. The Result of the Test

In this research, a test was given to 44 students to determine their level of understanding of the use of verbs in the simple present tense on descriptive text. The test consisted of 17 valid and reliable items. Each correct answer was given a score of 1, while each incorrect answer was given a score of 0. Then, the scores obtained by each student were summed and converted into percentages to determine each student's level of understanding. The students' test results were presented in the following table.

Table IV. 3 The Distribution of Students' Test Results in Understanding Simple Present Tense on Descriptive Texts

No.	Students	Correct Answers	Percentage	Category
1.	S1	14	82.35	Very High
2.	S2	10	58.82	Moderate
3.	S3	11	64.71	High
4.	S4	10	58.82	Moderate
5.	S5	13	76.47	High
6.	S6	5	29.41	Low
7.	S7	10	58.82	Moderate
8.	S8	15	88.23	Very High
9.	S9	17	100	Very High
10.	S10	17	100	Very High
11.	S11	8	47.06	Moderate
12.	S12	17	100	Very High
13.	S13	17	100	Very High
14.	S14	14	82.35	Very High
15.	S15	16	94.12	Very High
16.	S16	12	70.59	High
17.	S17	16	94.12	Very High
18.	S18	12	70.59	High
19.	S19	4	23.53	Low
20.	S20	17	100	Very High
21.	S21	17	100	Very High
22.	S22	17	100	Very High
23.	S23	17	100	Very High
24.	S24	16	94.12	Very High
25.	S25	16	94.12	Very High
26.	S26	16	94.12	Very High
27.	S27	16	94.12	Very High
28.	S28	15	88.23	Very High
29.	S29	14	82.35	Very High
30.	S30	14	82.35	Very High
31.	S31	14	82.35	Very High
32.	S32	13	76.47	High
33.	S33	13	76.47	High
34.	S34	13	76.47	High
35.	S35	13	76.47	High
36.	S36	13	76.47	High
37.	S37	10	58.82	Moderate
38.	S38	9	52.94	Moderate
39.	S39	9	52.94	Moderate
40.	S40	8	47.06	Moderate
41.	S41	8	47.06	Moderate

42.	S42	8	47.06	Moderate
43.	S43	8	47.06	Moderate
44.	S44	8	47.06	Moderate

¹ Based on the table above, it can be seen that the students obtained different scores in the test. Some students achieved very high scores, while others were categorized as high, moderate, and low. ³⁶ The highest score was 100, obtained by several students, while the lowest score was 23.53. These results indicate that students' understanding of ² the use of simple present tense verbs in descriptive text varied among individuals.

4. Classification of Students' Understanding

Based on Arikunto's classification in Raupu et al. (2023:16), the students' scores were grouped into five categories as follows:

Table IV. 4 ²³ Classification of Students' Scores

Category	Score Range	Frequency	Percentage
Very High	81-100	21	47.73%
High	61-80	9	20.45%
Moderate	41-60	12	27.27%
Low	21-40	2	4.55%
Very Low	0-20	0	0%
Total		44	100%

As presented in the score classification table above, the students exhibited varying levels of understanding in applying verbs in ¹⁵ the simple present tense when working with descriptive texts. Out of 44 students, 21 students ³³ (47.73%) were in the very high category, 9 students (20.45%) were in the high category, 12 students (27.27%) were in the moderate category, and 2 students (4.55%) were in the low category. Meanwhile, no ²³ students were classified into the very low category. The results showed

that most students were in the very high category. This indicated that, in general the students' understanding of the use of verbs in the simple present tense on descriptive text very high. Therefore, it could be concluded that the majority of students had a good understanding of the use of verbs in the simple present tense on descriptive text.

5. Final Results of Students' Understanding

Based on the classification of students' scores, it was found that the students' understanding of the use of verbs in the simple present tense on descriptive text was generally at a high level. The majority of students were categorized in the very high and high levels, while only a small number of students were in the low category, and none were in the very low category. Overall, the results indicated that the students' understanding was mostly positive and showed satisfactory achievement in mastering the material. Therefore, it could be concluded that the students of grade X at SMK Negeri 1 Tembilahan had a very high understanding of the use of verbs in the simple present tense on descriptive text.

To provide a more detailed description of students' understanding, the researcher analyzed the results based on each research indicator. The summary of students' achievement for each indicator is presented in Table IV.5.

Table IV.5 Summary of Students' Achievement Based on Research Indicators

No.	Indicator	Number of Items	Total Correct Answer	Percentage	Category
1.	Accuracy in Using Base Verb Forms (V1)	10	339	77.05%	High
2.	Accuracy in Using Verbs with -s/-es/-ies	7	221	71.75%	High

Based on the table above, both research indicators were categorized as High. The first indicator, Accuracy in Using Base Verb Forms (V1), obtained 339 correct answers out of 440 possible responses, resulting in a percentage of 77.05%. Meanwhile, the second indicator, Accuracy in Using Verbs with -s/-es/-ies, obtained 221 correct answers out of 308 possible responses, resulting in a percentage of 71.75%. These findings indicate that students performed better in using base verb forms than in applying verbs with -s/-es/-ies for third person singular subjects. Therefore, the first indicator became the strongest aspect of students' understanding, while the second indicator remained relatively more challenging, although both indicators were categorized as High.

B. Research Findings

The findings of this research revealed the level of X grade students' understanding in using simple present tense verbs on descriptive texts at SMK Negeri 1 Tembilahan. Based on the students' test results, their achievement was classified into four categories: Very High, High, Moderate, and Low.

Among the 44 students who participated in this research, 21 students (47.73%) were categorized as very high, 9 students (20.45%) were categorized as high, 12 students (27.27%) were categorized as moderate, and 2 students (4.55%) were categorized as low. None of the students were included in the very low category. The distribution of the results showed that almost half of the students achieved ⁷⁴ the very high category. This result indicated that most students were able to apply simple present tense verbs appropriately when completing descriptive text exercises. Overall, the findings suggested that the students had already developed a satisfactory understanding of the ²⁸ grammatical forms assessed in this research.

To obtain a clearer description of students' understanding, the researcher did not only analyze the overall achievement but also examined students' performance based on each research indicator. The analysis focused on two indicators: Accuracy in Using Base Verb Forms (V1) and Accuracy in Using Verbs with -s/-es/-ies for Third Person Singular Subjects. The analysis of each indicator was expected to provide more specific information about the grammatical aspects that had been mastered by the students and the aspects that still required improvement.

1. Students' Understanding of Accuracy in Using Base Verb Forms (V1)

The first indicator examined students' understanding of the use of base verb forms (V1) with plural subjects and the pronouns I, You, We, and They. According to the research blueprint, this indicator consisted of

82
 ten test items, namely items 1, 2, 3, 4, 5, 11, 13, 14, 15, and 16. The analysis revealed that the students answered 339 out of 440 responses correctly, resulting in a percentage of 77.05%. Based on Arikunto's classification cited in Raupu et al. (2023:16), this percentage was categorized as High. These findings showed that most students were able to use base verb forms correctly when the subjects were plural or when the pronouns I, You, We, and They were used. The result also suggested that the students experienced relatively few difficulties in applying the basic 3 rules of the simple present tense for non-third-person singular subjects.

According to Freeman (2015:28–31), the form aspect of grammar emphasizes learners' ability to recognize and produce correct grammatical structures. In the context of the present research, this theory explained students' achievement in using base verb forms accurately on descriptive texts. Since descriptive texts commonly employ the simple present tense to describe people, places, animals, and objects, students were required to apply the appropriate base verbs according to the subject of each sentence. The high percentage obtained on this indicator reflected that students had developed a good understanding of 5 one of the fundamental grammatical patterns of the simple present tense. Therefore, Accuracy in Using Base Verb Forms (V1) could be regarded as one of the grammatical aspects that was generally well understood by the students in this research.

2. Students' Understanding of Accuracy in Using Verbs with -s/-es/-ies for Third Person Singular Subjects

The second indicator examined students' understanding of the use of verbs with -s, -es, and -ies ¹¹ for third person singular subjects, such as He, She, and It. Based on the research blueprint, this indicator consisted of seven test items, namely items 6, 7, 8, 9, 10, 12, and 17. The analysis revealed that the students answered 221 out of 308 responses correctly, resulting in a percentage of 71.75%. Based on Arikunto's classification cited in Raupu et al. (2023:16), this percentage was categorized as High. Although the result was still categorized as High, the percentage was lower than that of the first indicator. This result suggested that ⁸ the use of verbs with -s/-es/-ies for third person singular subjects appeared to be more challenging than the use of base verb forms.

According to Freeman (2015:28–31), the form aspect of grammar requires learners to understand how grammatical structures change according to the subject of a sentence. ⁵ In the simple present tense, verbs used with third person singular subjects require the addition of -s, -es, or -ies to maintain correct subject–verb agreement. Therefore, students needed to identify both the subject and the appropriate verb form before completing each sentence accurately. Although this indicator produced a lower percentage than the first indicator, the overall result remained in the High category. This finding indicated that most students were able to apply subject–verb agreement correctly in descriptive texts, even though

some students still made errors when selecting the appropriate verb endings. Consequently, the use of verbs with -s/-es/-ies remained one of the grammatical aspects that required greater attention and continuous practice.

The comparison between the two indicators showed that students achieved better results in Accuracy in Using Base Verb Forms (V1), which obtained a percentage of 77.05%, than in Accuracy in Using Verbs with -s/-es/-ies for Third Person Singular Subjects, which obtained 71.75%. Although both indicators were classified as High, the difference in percentages suggested that students demonstrated stronger mastery of base verb forms than of subject–verb agreement involving third person singular subjects.

3. Comparison with Previous Studies

The findings of the present research were generally consistent with ⁶ the results of previous studies on students' understanding of the simple present tense. The analysis showed that most students demonstrated a good understanding of the grammatical forms assessed in this research. This was evident from the overall distribution of students' scores, in which the largest proportion of students was classified into the Very High category. Likewise, the analysis of each research indicator showed that students achieved High performance in both Accuracy in Using Base Verb Forms (V1) and Accuracy in Using Verbs with -s/-es/-ies for Third Person

Singular Subjects. The present findings were similar to those reported by Andriani (2019), who found that students generally demonstrated a satisfactory understanding ¹⁸ of the simple present tense after learning English grammar. Both studies indicated that students were able to apply the grammatical ¹⁸ rules of the simple present tense appropriately. However, the present research differed from Andriani's study because it provided a more detailed analysis by examining students' understanding through two specific grammatical indicators in descriptive texts. This analysis made it possible to identify the grammatical aspect that students mastered better as well as the aspect that still required improvement.

The findings were also consistent with Andrade et al. (2019), who state that descriptive texts provide meaningful opportunities for learners to practice grammatical structures. Since descriptive texts commonly use the simple present tense to describe people, places, animals, and objects, students repeatedly apply the same grammatical patterns during learning activities. This explanation supported the findings of the present research, in which students demonstrated stronger performance in using base verb forms than in applying verbs with -s/-es/-ies for third person singular subjects. Furthermore, the findings were in accordance with Freeman (2015:28–31), who explains that grammar ¹² consists of three aspects: form, meaning, and use. This research focused only on the form aspect, which emphasizes learners' ability to produce grammatically correct language structures. The students' performance on both indicators suggested that

they had generally understood the grammatical forms ³ of the simple present tense, although subject–verb agreement involving third person singular subjects remained relatively more challenging than the use of base verb forms.

Based on the comparison with previous studies and the supporting theory strengthened the findings of this research. The consistency between the present findings, previous studies, and Freeman's theory indicated that students generally possessed a good understanding of simple present tense verbs in descriptive texts, although improvements were still needed in applying verbs with -s/-es/-ies accurately.

4. Overall Interpretation of the Findings

The overall findings revealed that X grade students at SMK Negeri 1 Tembilahan generally demonstrated a good understanding of ² the use of simple present tense verbs in descriptive texts. This conclusion was supported by the distribution of students' scores, in which the largest proportion of students was classified into the Very High category. Meanwhile, the analysis of each research indicator showed that both indicators were categorized as High, ⁸³ indicating that students were able to understand the grammatical forms assessed in this research. It should be noted that the overall research result was determined based on the distribution of individual students' scores, whereas the analysis of each indicator was calculated from the percentage of correct answers for each grammatical aspect. Therefore, although both indicators were categorized

as High, the overall achievement of the students was classified as Very High because the largest proportion of students obtained scores within the Very High category.

The comparison between the two indicators showed that students achieved better performance in Accuracy in Using Base Verb Forms (V1) than in Accuracy in Using Verbs with -s/-es/-ies for Third Person Singular Subjects. This result suggested that students demonstrated stronger mastery of base verb forms than subject–verb agreement involving third person singular subjects. The difference was reasonable because the use of base verb forms followed a simpler grammatical pattern, whereas the use of -s, -es, and -ies required students to consider both the subject and the appropriate verb ending before producing grammatically correct sentences. According to Freeman (2015:28–31), the form aspect of grammar emphasizes learners' ability to recognize and produce accurate grammatical structures. Mastery of this aspect enables learners to apply appropriate verb forms according to grammatical rules. In relation to the present research, the findings suggested that most students had already developed an adequate ⁷³ understanding of the grammatical forms of the simple present tense, particularly in descriptive texts.

Although the overall results were satisfactory, the second indicator obtained a lower percentage than the first indicator. This finding indicated that some students still experienced difficulties in applying verbs with -s/-es/-ies consistently when the subject was a third person singular.

Therefore, this grammatical aspect should continue to receive greater emphasis during classroom instruction to help students improve their grammatical accuracy. ⁴⁵Based on the findings demonstrated that the majority of students had achieved a good level of understanding ⁷in using simple present tense verbs in descriptive texts. Therefore, the objective of this research, ³namely to analyze X grade students' understanding in using simple present tense verbs in descriptive texts at SMK Negeri 1 Tembilahan, was successfully achieved.

CONCLUSION AND SUGGESTION

A. Conclusion

This research was conducted to analyze the understanding of X³ grade students in using simple present tense verbs on descriptive texts at SMK Negeri 1 Tembilahan. The research focused on two indicators, namely Accuracy in Using Base Verb Forms (V1) and Accuracy in Using Verbs with -s/-es/-ies for Third Person Singular Subjects. Based on the data analysis, the⁶⁴ findings revealed that the students generally demonstrated a Very High level² of understanding in using simple present tense verbs on descriptive texts. Among the⁹⁰ 44 students who participated in this research, 21 students (47.73%) were categorized as Very High, 9 students (20.45%) were categorized as High, 12 students (27.27%) were categorized as Moderate, and 2 students (4.55%) were categorized as Low. No students were classified into the Very Low category.

The analysis of each research indicator showed that both indicators were categorized as High. The first indicator, Accuracy in Using Base Verb Forms (V1), obtained a percentage of 77.05%, while the second indicator, Accuracy in Using Verbs with -s/-es/-ies for Third Person Singular Subjects, obtained 71.75%. These findings indicated that the students demonstrated stronger understanding in using base verb forms than in applying subject-verb agreement for third person singular subjects, although both indicators reflected good grammatical understanding.¹³ Based on all research findings, it could be

concluded that the X grade students of SMK Negeri 1 Tembilahan had a Very High level of understanding in using simple present tense verbs on descriptive texts. Although some students still experienced difficulties in applying verbs with -s/-es/-ies for third person singular subjects, the majority of students were able to apply the grammatical forms accurately. Therefore, the objective of this research, namely to analyze X grade students' understanding in using simple present tense verbs on descriptive texts at SMK Negeri 1 Tembilahan, was successfully achieved.

B. Suggestion

Based on the findings and conclusions of this research, several suggestions were provided for teachers, students, and future researchers.

1. For English Teachers

English teachers were suggested to maintain and further improve students' understanding of simple present tense verbs. Although the results showed a very high level of understanding, teachers were expected to continue providing more practice, especially in sentence construction and grammar accuracy in descriptive texts. Teachers could also use more varied learning activities to reduce minor errors in verb usage.

2. For Students

Students were suggested to continue practicing the use of simple present tense verbs in both written and spoken forms. Even though most students had a good understanding, they were still expected to be more careful in using base verbs and third person singular forms (-s/-es/-ies).

Regular practice in writing descriptive texts could help students improve their grammatical accuracy.

³3. For Future Researchers

Future researchers were suggested to conduct similar studies by focusing on other English tenses, ¹⁸such as Simple Past Tense or Simple Future Tense, in order to gain broader insights into students' understanding of English grammar. They could also investigate different text types, such as narrative or recount texts, which commonly use different tense patterns. In addition, future researchers could expand the study by using other indicators or combining quantitative and qualitative methods to obtain deeper and more comprehensive results regarding students' understanding of English grammar.

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