ERROR ANALYSIS IN USING SIMPLE PRESENT TENSE IN DESCRIPTIVE PARAGRAPHS MADE BY THE SEVENTH GRADE STUDENTS OF SMP KATOLIK TRISAKTI 1 MEDAN

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Abstract

This research method used a case study method. The subject of this included the Seventh Grade Students of SMP Katolik Trisakti 1 Medan. Which is comprised of 30 stusents. In analysis the datan the writer collected the data from the students identifiedthe grammatical errors, classified the errors of using simple present tense in the students' descriptive paragraph to determine the frequency of errors, and calculated the data into percentages. The data by using formula:P= $\underline{fn}$x100% P= Percentage, F= Frequency of error made, N= Total of students' errors.the data was taken from the test: it was written test. The result demonstrate that the students' errors can be categorized into four kinds of errors. Which include 14,7% errors of omission, 6,7% errors of additon, 73,3% errors in misformation and 5% error in misordering. The writer observed 218 total errors. The witer concluded that misformation was the dominant kind of errors Made by the Seventh Grade of SMP Katolik Trisakti 1 Medan. The teacher recommended practicing grammatical rules in Simple Present Tense in order to minimize the errors. Morever, other researchers can provide techniques in increase students' mastery of simple present tense.

Keywords : error analysis, simple present tense, descriptive paragraphs

I. INTRODUCTION

Nowadays in Indonesia, English becomes an essential language subject of education issues and the government realizes how important English is today for global development. Therefore, English has been an important part of the school curriculum, which is learnt as the main subject by the Indonesian students to develop technology, science and culture. To achieve it, the Indonesian students must be able to master the four skills namely, listening, speaking, reading, and writing. Listening and reading are receptive skills while speaking and writing are productive skills. All of the skills are to be improved in the process of teaching and learning English. On the other hand, English is still considered as a foreign language. English is taught in formal education, but it is not used as a medium of instruction in general education not as language of communication. Moreover, there are many aspects in English language that should be learned and mastered by the students.

One aspect of language teaching and learning process is writing skill. Writing skill is an activity of expressing messages, ideas and information in written form. It can also be said that writing is an activity of producing written products or as the writer's or learner's effort to transfer their thoughts into words in written form. The purpose of writing activity includes to complete assignment, to make a particular type of text and papers, to communicate with particular audience, and to help the writers or the learners practice using language actively. Shaw (1969:3) states that writing is a relatively new art form, or process, or means of communication about which little is known. Consequently, it is all the more important that the opinions we hold about writing should be accurate and helpful.

Formal in Indonesian, Standard of Competence Junior High School states that writing competence includes the competence in writing short functional text, monolog text in the form of procedure, descriptive, narrative, recount, and report. Junior High School students are expected to be able to practice expressing their short and simple ideas, message, and information in written forms for interaction with people in their environment. They are also expected to be able to produce written products well and in good forms, especially in writing various text types varying from functional texts to different genres. It is such a basic practice of writing at their level through knowing, understanding, and then mastering the structure of target language by practicing writing, the students or the learners will learn to use language effectively.

Dealing with tenses, English language has different tenses. The differences tenses happened in the forms of the use of verbs and time of verbs action takes places. Simple present tense as one of the form tenses. Azar (1999:11) States that simple present tense in English said something was true in the past, is true in the present, and will be true in the future. Meanwhile, the simple present tense is contrast with describing something.

Based on the writer's experience in Teaching Practice Program (TPL) at SMP Katolik Trisakti 1 Medan, the writer found that the students do not get feedback and correction in the writing assignments given by their teacher. Consequently, they do not have explanation of the errors in more detail for they have done in their assignments. It indicates that their errors do not receive proper control in their language learning from their teacher. Therefore most of the students still make errors in using simple present tense in Descriptive Paragraphs.

Brown (2006:243) states that grammar competence is a major component of communication has an important position and tenses which are considered as the most difficult skill to learn for the students. In tenses, the learners or the writers should combine some parts of grammar, like subject, verb, auxiliary verb, objects, adjectives, and so on.

One of aspects of grammar is tense. In making a sentence in English either written or spoken, tense plays a very important role. In English, each sentence always contains tense.

Tense is different form of a verb that indicated distinctions in time. There are many kinds of tense such as a simple present tense, simple past tense, present perfect tense, present continuous tense. From those tense, some students find difficulties in understanding simple present tense.

Jabbary (2013:63) states that tense is a grammatically category which involves changing the form of the verb to reflect the location of an even in time. The usual distinction is between simple present, past, and future. And tense is the grammatical category which correlates with distinctions of time. Every language is capable of expressing events happening in different time. It has proved to play an important part in language learning and translation.

Therefore, tense is considered as one of difficult materials when students learn grammar. It is proved by some researchers who studied about tenses. As mentioned in some studies on "an error analysis of forming sentence to simple present tense". There are many errors in learning English tense but making errors is normal and unavoidable.

Error analysis is important in language learning process because it can help teacher to know the strength and weaknesses of the students. It can also improve teachers' effectiveness in teaching. For the students, it helps them to reduce the errors and improve their abilities in learning target language. Error analysis gives some advantages to the teachers and students. It can help them to achieve the goal of language learning process. Corder (1981: 45) states that all learners make mistake, error analysis help the learners to verify how far he has progress and what remains to be learned.

Yosi Founisce Putri had conducted research on this in SMPN 3 Malang. in 1982 that entitled *An Analysis on Student's errors in understanding Simple Present Tense .at The Fisrt Junior High School Students of SMPN 3 MALANG*. The result from the analysis showed that there were 85 errors in using the Simple Present Tense in the 19 students' writings. There were 47,05% errors of omission, 4,70% errors of addition, 45,88% errors of misformation and 2,35% errors of misordering.

Based on the problem above, the writer would like to conduct a research entitled" Error Analysis in Using Simple Present Tense in Descriptive Paragraphs Made by the Seventh Grade Students of SMP Katolik Trisakti 1 Medan.

II. REVIEW OF LITERATURE
2.1 Error

An error is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner. Error reveals the portion of the learner's competence in the target language. When the students write

in English, most of them are potential in making errors. It something unavoidable since it is a natural process of language learning, Brown (1980:165) states that error is related to the student's knowledge about the target language.

In studying errors, it is also needed to distinguish error are mistake. Become they are different. According to Brown (1980: 165) a mistake refers to a performance error that is either a random quess or a "slip". It is a failure to utilize a known system correctly. All people make mistakes, in both native and second language situations. Native speakers are normally capable of recognizing and correcting such "lapses" or mistakes, which are not the result of a deficiency in competence but the result of some sort of breakdown or imperfection in the process of producing speech. These hesitations, slips of the tounge, random ungrammaticalities, and other performance lapses in native speaker production also occur in second language speech.

James (1996:80) states that errors cannot be self corrected until further relevant input has been provided and converted into intake by the learners, whereas, mistakes can only be corrected by their deviance is pointed out to him or her.

So, from several statements above, it can be concluded that error is the failure of the learners in using the appropriate rule of the language, which will help us to see how learners process the target language and develop underlying system of rules. Errors do not need to be seen as a sign of failure because learners use errors as a tool to acquire the target language. Error and mistake are not the same. Erors happen because the learner makes the unacceptable and inappropriate linguistic from that has been regarded as norm in linguistic. Errors occur because of the learners lack and weakness in understanding the pattern of the linguistic they cannot the mistake himself. Mistakes are caused by temporally lapses of memory, confusion, slips of the tongue.

2.1.1 The Classification of Errors

James (1996:106) proposes the surface strategy taxonomy and comperative taxonomy. Error classification based on surface strategy taxonomy. These errors consist four types: they are omission, addition, misformation and misordering.

1. Omission

Omission errors are characterized by the omission of an item that must appear in a well-formed utterance (Dulay et al., 1982:154).The example is Jane the new manager of department store instead of David is the new manager of department store (omission of grammatical morphemes).

2. Addition

Addition errors are characterized by the presence of an item which must not appear in a well-formed utterance (Dulay et al., 1982:156). There are three types of addition.

a. Regularization, it was not surprising that none of the sentences contained an error categorized as addition due to regularization since, as explained

earlier, this type of errors were more suitably categorized as errors due to misinformation in terms of their regularizations. For example: some childs play football instead of some children play footbal.

b. Double marking is defined as failure to delete certain items which are required in some liguistic constructions. A typical result is an english sentence having two negators or two tense markers instead of one. Here is an example: he did not wrote this letter instead of he did not write this letter.

c. The third category of addition error is simple addition, which caters for all additions not describable as double markings or regularizations. No a particular features characterize simple additions. For example: you may see it in there instead of you may see it there.

3. Misformation

Misinformation errors are chararacterized by the use of the wrong from of the morpheme or structure. It is different from omission errors; the item is not supplied although it is incorrect. There are three types of misformation errors.

a. Regularization (he buys a book today instead of he buy a book today.

b. Archi-forms (this two boys were collecting some stamps instead of these two boys were collecting some stamps)

c. Alternating-form (I written this note now instead of I write this note now

4. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. Misordering errors occur when a sentence which its order in incorrect. The sentence can be right in presented elements, but wrongly sequenced. For example:

1) *There are many things not in that place?* this sentence can be formed in a simple questions *are there many things not in that place?*.

2) *She is in the class today?* In this sentence, the students failed to form interrogative sentence of simple present tense because they did not understand well about simple present tense." because the formula of simple present tense :S+VI/-S/-ES to be (is, am, are)**.** So the correct the sentence is *" is she in the class today?".*

2.1.2 The Sources of Errors

To enumerate all possible sources of second language errors would be an impossible task, for there are surely hundreds of such sources. Brown (2006:23) distinguishes the sources of errors into four. They are interlingual transfer, intralingual transfer, context of learning, and communication strategies. The sources of errors are elaborated as follows:

1. Interlingual Transfer

Interlingual transfer is a significant source of error for all learners. The beginning stages of learning a second language are especially vulnerable to

interlingual transfer from the native language, or interference. In these stages, before the system of the second language is familiar, the native language is the only previous linguistics system upon which the learner can draw. We have all heard English learners sat "sheep" for"ship", or "the book of jack" instead of "jack's book". Interlingual errors occur because of the interference of the learners' mother tongue into the target language.

2. Intralingual Transfer

Intralingual transfer is a major factor in a second language learning. This error occurs when learners under go progress in the second language and their previous experience and their existing sub summers begin to include structures within the target language it self. Intralingual error happens in the target language itself.

3. Context of Learning

Context refers to the classroom with its teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning. In a classroom context the teacher or the text book can lead the learner to make faulty hypothesis about the language. Students often make errors because of misleading explanation from the teacher, faulty presentation of a stucture or word in a textbook. For Example: he is come here.

4. Communication Strategies

Communication stategies were defined and related to learning styles. Learners obviously use production strategies in order to getting their messages across. But at times these techniques can themselves bocome a source of error.

2.1.3 Causes of Errors

Norrish (1983:21) classifies causes of error into three types they are: carelessness, first language interference, and translation. The three types of causes of error will be discussed briefly below:

1. Carelessness

Carelessness is often closely related to lack of motivation. Many teachers will admit it is not always the students' fault if he loses interest, perhaps the materials and /or style of presentation do not suit him.

2. First Language

That learning a language (a mother tounge of a foreign language) is a matter of habit formation. When someone tries to learn new habits, the old ones will interfere the new ones. This cause of error is called first language interference.

3. Translation

Translation is one of the causes of error. This happens because a student translates his first language sentence or idiomatic expression into the target language word by word. Thus is probably the most common cause of error.

2.2 Error Analysis

Brown (1980:166) states that the fact learners do make errors and that these errors can be observed, analyzed, and classfied to reveal something of the system operating whitin the learner, led to a surge of study of learners' errors, called error analysis." Error analysis became distinguished from constrastive analysis by its examination of errors attributable to all possible sources, not just those which result from negative transfer of the negative language. Error analysis easily superseded contrastive analysis, as we discovered that only some of the errors a learner make are attributable to mother tongue, that learners do not actually make the all errors that constractive analysis predicted they should, and that learners from disperate language backgrounds tend to make similar errors in learning one target language.

According to Corder (1981: 45) error analysis is the study of analysis of the error made by the second of foreign language learners to predict the errors of the difficulties in learning foreign language. Error analysis may be carried out in order to: (a) find out how well someone knows a language, (b) find out how a person learns a language and (c) obtain information on common dificulties in language learning, as an aid in teaching or in the preparation of teaching materials. This definition stresses the functions of error analysis.

According to James (1996:1) error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language. The three definitions above clarify that error analysis is an activity to identify, classify and interpreted or describe the errors made by someone in speaking or in writing and it is carried out to obtain information on common difficluties faced by someone in speaking or in writing English sentence.

2.2.1 Procedures of Error Analysis

In the language teaching, the teacher must analyze the error that the students made. According to Brown (1980:167) procedures of error analysis have two types namely:

1. Identifying Errors

The first step in the process of analysis is the identification and description of errors. The identification of error involves a comparison between what the learner has produced and what a native speaker counter part would produce in the same context. If the native language of the learner is know, the model indicates using translation as a possible indicator or native language interference as the source of error.

2. Describing Errors

The describtions of error involves specifying how the form by the learner differ from target form. For purpose of analysis, errors are usually classified according to language level (whatever an error arephonological, morphological, and syintactic). General linguistic category, (e.g: auxiliary system, passive sentence, negative constructions), or more specific linguistic elements (e.g: articles, prepositions, verb form).

2.3 Tenses

There are many defenitions of tense. According to Jabbary (2013) "tense" is the grammatical category which correlates with distinctions of time. Therefore, tenses is considered as one of difficult materials when students learn grammar. It is proved by some researchers who studied about tenses. According to Swan (1980:604) tense are formed either by changing the verb (e.g: know, knew, known and work, worked, worked) or by adding auxiliary verb (e.g: will know, had worked). Based on the statement above, the writer concludes that tense is a verb form or series of verb form used to express a time relation, and tense refers to the time of the situation realiting to the situation of the utterance.

2.3.1 The Types of Tense

Tenses is used to show the relations between the action or state described by the verb, and the time, which is reflected in the form of the verb. According to Azar (1989: 187) there are three basic tense in English : the present tense, the past tense, and the future tense.

1. The Present Tense

The present tense have four types namely: simple present tense, present continious tense, present perfect tense, present perfect continious tense.

2. Past Tense

The past tense have four types namely: simple past tense, past continious tense, past perfect tense, past perfect continious tense.

3. Future Tense

Future tense have four types namely : simple future tense, future tense continious tense, future perfect tense, future perfect continious tense.

Based on the statement above, the writer will focus on "simple present tense".

2.4 The Simple Present Tense

According to Hornby (1975:25) the simple present tense is sometimes used to describe an activity that is actually in progress at the moment of speaking and used to express habitual or usual. The simple present tense is also used commentaries. For Example: as broadcast during a sporting such as a football match or a horse-race. Simple present tense is used if, however, the activity is extended in time, before and after the moment speaking, the Progressive tense is preferred. For Example:

1. Green passes the ball to Brown. Brown passes it to Black who heads it past the goal keeper and scores! (from a football match commentary)
2. Oxford are gaining on Cambridge and are only two lengths behind. They are now drawing level with Cambridge (from a commentary on a boat race.

The Simple Present Tense is also used in exclamatory sentences beginning with here and there.

For Example:

1. Here he comes!
2. There goes the bell!

If these statements were not exclamatory, the progressive Tense would be used.

For Example:

1. He's coming
2. The bus is coming
3. She's going
4. The bell is ringing.

Simple Present Tense is used in general statements of what was true in past time, is true now, and is likely to be true in future time.

For Example:

1. The sun shines during the day
2. Twice two is four
3. The earth moves round the sun
4. Horses are animals.

Simple Present Tense is also used for references to what was communicated in the past. It indicates that what was communicated continues to be true or effective. The verbs say, tell, write, learn, hear and see.

For Example:

1. The newspapers say it's going to be cold today
2. My friends tell me that you've been unwell
3. Jhon writes to say that he can't visit us this week
4. I hear you're going to Italy soon
5. I see him today's.

Based the statement above the writer conclude the simple present is one if the tenses we use to refer to completed events, states or actions. We choose the simple present when we consider that the event, state or action took place within a finished period of time, such as right now and at the moment.

2.4.1 The Form of Simple Present Tense

Simple Present Tense is used to express habitual action such as:

1. He smokes
2. Dog barks
3. Cats drink milk.

This tense does not tell us whether or not the action is being performed at the moment of speaking, and if we want to make this clear we must add a verb in the present continuous tense.

For Example:
1. He's working
2. He always works at night.

The Simple Present tense is often used with adverbs or adverb phrases such as: always, never, occasionally, often, sometimes, usually, every week, on Monday, twice a year.

For Example:
1. How often do you wash your hair?
2. I go to church on Sundays.

2.5 Genre

According to Schole (1985:22) first, genre is the division and grouping of text on the basis of formal, thematic, or stylistic criteria. The texts can group from the purpose or the structure from the texts. According to Rusmanhaji (2004:32) genre much deals with kinds of texts. It means is similar with kinds of written text. Genre must have:

1. Communicative purpose/social function
2. Generic structure/text organization
3. Linguistic features

A genre must have social function or communicative purpose, generic structure and linguistic features.

2.5.1 The Kinds of the texts

Rusmanhaji (2004:34) states that genre has 14 types. They are: spoof, recount, report, analytical exposition, news item, anecdote, narrative, procedure, description, hortatory exposition, explanation, discussion, reviews and commentary.

2.6 Paragraphs

Oshima and Hogue (1981:3) state that paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea. A paragraph can be as short one sentence or as long as sentence. The number lot sentences of sentences is important, however, the paragraph should be long enough to develop the main idea clearly.

2.6.1 The Three Parts of Paragraphs

A paragraph has three major structural parts: a topic sentences, supporting sentence and concluding sentences. The topic sentence states the main idea of the paragraph. It is not only names the topic of the paragraph, but it also limits the topic to one or two areas that can be discussed completely in the space of a single paragraph. The specific area is called the controlling idea. Notice how the topic sentence the model states both the topic and the controlling idea.

Supporting sentences develop the topic sentences. That is, they explain the topic sentences by giving reason, example, facts, statistics, and quotations. The concluding sentences signals the end of the paragraph and levels the reader with important points to remember.

2.7 Descriptive Paragraphs

Descriptive Paragraph is writing about the way persons, animals, or things appear It evokes place, scene, or time of day. Descriptive tells about what the writer sees, hears, touches, smells, and tastes. It also talks about such features as size, shape, color, and sound.

2.8 Conceptual Frameworks

Description is a type of writing where the details, facts, sense impression of objects, people and place are described. The main in information should be relevant to the thing described. In writing descriptive paragraphs, the language feature or grammatical pattern that is used simple present tense. The students are expected to accomplish the purpose of that types of text which is to describe the things by using simple present tense. It means that the students should be able to write a clear, and concrete descriptive paragraph. When to describe thing used retheoritical structure these are identification an description and also used the grammatical patterns.Error will appear in the writing because the learner should be able to use simple present tense in descriptive paragraphs and understanding grammatical structure.

III. RESEARCH METHOD
3.1 Research Design

This study used qualitative and quantitative research method. Anderson and Arsenault (2005:126) state that qualitative research is an inductive form of inquiry whose results are a blend of research skill, luck, case study. According to Anderson and Arsenault (2005:128), a case study is an investigation defined by an interest in a specific phenomenon within its real-life context. It is a qualitative form of inquiry that relies on multiple sources of information. Its distinctive feature is the case that may be an event or process considered worthy.

Quantitative data are data that deal with quantities, values or numbers, making them measurable. Thus, they are usually expressed in numerical form, such

as length, size, amount, price, and event duration. According to Cramer (2003:2), data is quantitative in the sense that the frequency, proposition or percentage of cases can be quantified.

3.2 The Location and Time of the Study

This study was conducted at SMP Trisakti 1 Medan. It is located at Jl. H. M. Joni No. 52 A, Pasar Merah Timur Medan Area North Sumatera 20517. The writer chose this school because the kind of research has never been done in this school. This study was conducted in October on Academic Year 2017/2018.

3.3 Population and Sample

According to Ari et al.,(1979:29), the sample is the part of the population that must be taken in the small group that is reachable and capable of being observed in a little amount. The population of this research was the seventh grade students of SMP Trisakti 1 Medan. There were four classes of class 7 and class 7C is taken a sample to represent the others which consist of 30 students in each classes. The writers took students from one of the study classes as the sample of the study. The total number of the sample of the study was 30 students.

3.4 The Instrument of Research

To conduct this study, the writer used two kinds of instruments. The first instrument was the students' writing Descriptive paragraphs. The writer analyzed the type of errors made by the students' simple present tense in descriptive paragraphs. The writer asked students' to write down descriptive paragraphs based on the tittle that the writer gave about daily activities. The second instrument was the questionnaires. The writer distributed questionnaires to the students to know their difficulties and the cause of the errors Wilkinson and Birmingham (2003:210) state that questionnaires are a set of written question that deal with a particular topic. The statements of the questionnaires were provided by the writer.

3.5 The Technique of Collecting Data

The writer uses the steps for collecting data in this research. The first, the writer explains about simple present tense in descriptive text. The second, the writer giving test about descriptive text that available by the writer and to find out the dominan of the students' errors. They are required to answer the questions based on the instruction. After that the test finished, the writer analysis the result of the test. And also the writer interviews about what the students' error are in the test about using simple present tense on descriptive text. In this step the writer asked some questions to the students to know what are the difficulties faced by the students in understanding Descriptive Paragraphs.

3.6 Technique of Data Analysis

The technique that the writer used to analyze the data is descriptive analysis technique with percentage from the frequency of information and divided with some number of errors. There were some steps that the writer used to analyze data. First, the writer collected the students' descriptive paragraphs. After that, the writer read the students' paragraphs. Then writer classified and analyzed the errors into some categories of the students' paragraphs. The numbers of the errors were calculated in a formula as follows:

$$P = \frac{F}{N} \text{ x } 100 \text{ \%}$$

P = percentage
F = Frequency of error made
N = Number of students' error

IV. RESEARCH FINDING AND DISCUSSION

4.1 Research Findings

In using Simple Present Tense, it was found that the students made errors and there were four types of error made by them. They were; omission (14,7 %), addition (6,7 %), misformation (73,3 %), and misordering (5 %).

After the data was analyzed, the writer concluded that the dominant type of error made by class VII-A SMP Katolik Trisakti 1 Medan in using Simple Present Tense is Misformation. Here is the fiqure of student's errors based on its modification type of error
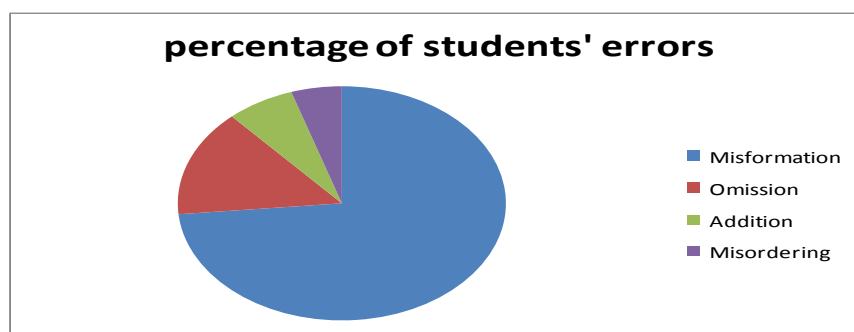

Fig 1. The Percentage of Students' Errors

From the data it could be interpreted that the errors in misformation was the most frequent errors in which the students committed 160 errors or 73,3 %, and it was followed by omission that consists of 32 errors or 14,7%. Then errors in addition consisted of 15 errors or 6,7 %. Last in errors in Misordering, there are 11 errors or 5%.

4.2 Discussion

Based on the result of data, the students made some errors analysis using simple present tense in descriptive paragraph. There were:

In the students' error test, the results of students' error were divided into four types. First, in misformation was the most frequent errors in which the students committed 160 errors or 73,3 %, Second, in omission that consists of 32 errors or 14,7%. Third, in addition consisted of 15 errors or 6,7 %. Last in errors in Misordering, there are 11 errors or 5%.

Based on the students' questionnaire, there were several reasons that cause the students error based on psychological, linguistic, and cognitive. Most of the students had difficulty to write simple present tense in descriptive paragraph. Highest reason were students had difficulty to write simple present tense in descriptive paragraph because students did not have sufficient vocabulary to write descriptive paragraph (100%), students do not comprehend how to use the the third singular verbs, article and possessive in writing English using simple present tense (96,6%), and the English teacher never asked the students to write English in descriptive paragraph (93,3%).

V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the research finding found in the data analysis in this study, the conclusions are drawn as following:

1. The types of errors which were made by Class VII-C at SMP Trisakti 1 Medan are: Addition, Omission, Misformation, and Misordering.
2. The dominant types of error made by class VII-C at SMP Trisakti 1 Medan is error in Misformation it occurs 160 times (73,3%).
3. To minimize the errors in using Simple Present Tense at class VII-C SMP Trisakti 1 Medan the English teacher have done to increase the teaching methods and not only gives explanation about simple past tense, but also explains more detail and give more examples based on each tenses and the differences between them.

5.2 Suggestions

Based on the result of the data analysis which shows that most students still do not have complete mastery of how to use Simple Present Tense, the writer would like to give some suggestion:

1. To the English teachers

   The English teachers, especially the teachers of SMP Trisakti 1 Medan should choose methods which can be understood by their students. Teacher should give a lot of practice about Simple Present Tense by ordering a pair of students to come in front of the class and asking one of them to make a sentence in Simple Present Tense.

2. To the students

Because the students have made a large numberof errors in grammar. the writer suggests that the process of teachng English grammar in this level should be emphasized on the way to apply grammatical rules in sentences. Students should memorize the irregular verb and apply them to the sentences to increase student's achievement.

3. To other researchers

This research is intended to be useful to the other researchers who are going to write a thesis with the related variable as the writer did and to find the right teaching method in order to teach Simple Present Tense better and to decrease the students' errors in using Simple Present Tense.

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