

AN ERROR ANALYSIS OF USING SIMPLE PRESENT TENSE IN WRITING HORTATORY EXPOSITION TEXT OF THIRD GRADE STUDENTS

Judika Silaban¹, Sahlan Tampubolon², Šahat Taruli Siahaan³

Email : judika.silaban@student.uhn.ac.id

^{1,2,3} English Education Study Program, Faculty Of Teacher Training and Education, Universitas
Nommensen HKBP Medan, Indonesia

Abstract

The use of correct grammar in writing Hortatory Exposition texts is crucial for students to effectively convey their ideas. The purpose of this study is to describe grammatical errors about simple present tense based on the taxonomy of surface strategies that occur in hortatory exposition student writing. The researcher used descriptive qualitative. The subjects of this research are students third grade students of SMK swasta jambi Medan. The instrument used in this research is student writing test. The main key in data analysis is the theory of Dulay, Burt, and Krashen. After analyzing the data, the researcher found that there were four types of errors with the percentage of 14(18.42%) addition errors, 7(9.21%) omission errors, 42(55.26%) writing errors and 13(17.11%) sequencing errors. Based on these findings, it can be concluded that writing errors are the most common errors made by students with a percentage of 42 (55.26%). The suggestion that can be given is that teachers and students should learn more about simple present tense so that errors that occur can be minimized. For further researchers, researchers suggest that this research can be a reference in writing further research.

Keywords : Error Analysis, Simple Present, Writing, Hortatory Exposition

Abstrak

Penggunaan tata bahasa yang benar dalam menulis teks Hortatory Exposition sangat penting bagi siswa untuk menyampaikan ide-ide mereka secara efektif. Tujuan dari penelitian ini adalah untuk mendeskripsikan kesalahan tata bahasa tentang simple present tense berdasarkan taksonomi strategi permukaan yang terjadi dalam tulisan siswa hortatory exposition. Peneliti menggunakan deskriptif kualitatif. Subjek penelitian ini adalah siswa kelas tiga SMK swasta jambi Medan. Instrumen yang digunakan dalam penelitian ini adalah tes menulis siswa. Kunci utama dalam analisis data adalah teori Dulay, Burt, dan Krashen. Setelah menganalisis data, peneliti menemukan bahwa ada empat jenis kesalahan dengan persentase 14 (18,42%) kesalahan penambahan, 7 (9,21%) kesalahan penghilangan, 42 (55,26%) kesalahan penulisan dan 13 (17,11%) kesalahan pengurutan. Berdasarkan temuan ini, dapat disimpulkan bahwa kesalahan penulisan adalah kesalahan yang paling umum dilakukan oleh siswa dengan persentase 42 (55,26%). Saran yang dapat diberikan adalah sebaiknya guru dan siswa lebih banyak mempelajari tentang simple present tense agar kesalahan yang terjadi dapat diminimalisir. Bagi peneliti selanjutnya, peneliti menyarankan agar penelitian ini dapat menjadi referensi dalam penulisan penelitian selanjutnya.

Kata kunci: Analisis Kesalahan, Present Tense, Menulis, Eksposisi Hortatori

PENDAHULUAN

Language is a system of communication which consists of a set of sounds and written symbols which are used by the people of a particular country. Languages have developed and are constituted in their present forms in order to meet the needs of communication in all its aspects. Language as a means of communication holds the greater role for exchanging information in the interaction with among people. according to (Nainggolan, 2018) Language is a system of communication which consists of a set of sounds and written symbols which are used by the people

of a particular country. The term language in the context refers to a system of verbal or written communication messages used to convey messages, ideas, or information. In this study, language specifically refers to the use of English, focusing on the grammatical aspect, particularly the application of the simple present tense (Nofrika, 2019).

Errors are the students sign who do not understand the English rules. Harmer defines that errors are mistakes which they cannot correct themselves and which, therefore, need explanation. The students will not understand the English rules without making error first moreover, Dulay et. al. (Muis, (2019) classifies the types of errors into fourtypes, they are: omission, addition, misformation and misordering. Meanwhile, students make the errors because of some sources. Term error refers to deviations or inaccuracies made by learners in applying the rules of the simple present tense in their writing. These errors indicate gaps in understanding or application of grammatical principles and may hinder the clarity, coherence, or purpose of the text. Analyzing errors helps identify common difficulties students face and their underlying causes. This understanding can guide educators in designing effective teaching strategies to address these challenges, enhance students' grammatical competence, and improve their writing skills in producing hortatory exposition texts (Cayari, 2018).

The writer's experience when conducting a field experience program or what is commonly referred to as (PPL) at the Jambi Medan private vocational school, in the process of teaching writing the writer's pays attention to the writing of assignments made and shows the errors of students when students are learning still have difficulty making good writing. They often experience various kinds of difficulties such as choosing the right words, choosing tenses, arranging words into good sentences and making many grammatical errors when making a writing (Agustin & Ayu, 2021).

Mahendra stated that simple present tense is important as the basic rule for the students to make and use sentences to communicate daily (Nurlaili, 2021). According to Azar, the simple present expresses daily habits or usual activities and general of fact, simply the simple present is used for events or situations that exist always, usually, or habitually in the past, present, and future (Azar, 2003). It means that the simple present is the condition that phenomenon happens right now or explains the habitual action or general truth. In another definition was explained by Rahmania, that simple present tense is a tense that has the main function to locate a situation in the present time. Another explanation, cited by Suatman stated that simple present tense is used to state daily habits and general facts (Pitarch, 2020). Daily habits such as "eat, drink, play, cook, and so on". The general fact such as "Sun rises from the east". The simple present tense is often to use by the people in speaking or in writing form. Based on the all explanation above, it can be concluded that the simple present tense is the sentence that expresses daily habits or usual activities and general of fact that has the main function to locate in present time (Fitria, 2020).

Although the simple present tense has a clear function, there are still many writers, especially students, who have difficulty using it. Errors in the use of this tense can lead to confusion in the delivery of the message, which in turn can reduce the effectiveness of the hortatory expository text. Therefore, it is important to analyze errors in the use of simple present tense in order to understand and identify patterns of common errors (Barus et al., 2020).

Many writers incorrectly use other tenses, such as past or future, that do not fit the context. Writers sometimes forget to match the subject with the correct verb form, for example, using -s or -es in the verb form for a singular subject (Andansari et al., 2020).

A lack of understanding of the function in question. Some writers may lack an understanding of the appropriate circumstances and contexts for using the simple present tense, which can lead to conceptual errors. The study of errors in the use of the simple present tense in the context of hortatory expository writing is of paramount importance in order to gain insight into prevailing patterns of error. The analysis of error patterns is a crucial step in identifying common errors in the writing of hortatory exposition texts (Saputra et al., 2020). By collecting data on the most common errors made,

it is possible to identify patterns that emerge in the writing of these texts. It is important to identify the underlying causes of these errors. In addition to identifying errors, it is also important to identify the underlying causes of these errors. These may be due to lack of understanding, habit or other factors. Make recommendations for improvement (Husna & Multazim, 2019). Once the patterns and causes of errors have been identified, recommendations for improvement can be made, both in the context of teaching and learning (Muamaroh et al., 2020).

Hortatory exposition texts are a category of written or spoken texts that aim to persuade the reader or listener as to why something ought to occur or not. The social function of hortatory exposition texts is to persuade readers or listeners as to why something should or should not be the case (Kardiansyah & Salam, 2020). These texts comprise three components: the thesis, the arguments, and the recommendation. In order to strengthen the explanation, the speaker or writer must provide arguments as the underlying justifications for the given idea. This can be described as a form of argumentation (Silalahi et al., 2018).

Previous research discusses "An Error Analysis Of Using Present Tense By The Tenth Grade Students Of Senior High School In Writing Descriptive Text At Man 2 Model Medan," and the second study, "An Error Analysis Of Using Simple Present Tense In Writing Hortatory Exposition Text Of Third Grade Students At Smk Swasta Jambi Medan," share similarities in their focus on analyzing errors in the use of Simple Present Tense by high school students and employing error analysis methods that include categories such as omission, addition, misformation, and misordering. However, they differ in their research subjects, with the first study focusing on tenth-grade students at MAN 2 Model Medan and the second on third-grade students at SMK Swasta Jambi Medan, as well as the types of texts analyzed, namely Descriptive Text and Hortatory Exposition Text (Sujarwo, 2020). The main findings also differ, with the first study identifying omission errors as the most dominant, while the second study found misformation errors to be the most prevalent (BERUTU, 2022).

Through this analysis, it is hoped that the main cause of the errors can be found and ways to correct them. With a better understanding of the use of simple present tense, writers are expected to compose more effective and persuasive hortatory exposition texts. Based on the above statement, the research would be conducted with the title "An Error Analysis of Using Simple Present Tense in Writing Hortatory Exposition Text at SMK Swasta Jambi Medan".

METHOD

This study applied a descriptive qualitative method. According to Ary (2002), qualitative research seeks to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. One of the characteristics of descriptive research is that there is no control of treatment as in an experimental one. Since the study purely describes what kinds of errors the use of errors analyzed in students' writing hortatory exposition text and what kinds of errors are dominant. The writer concludes that descriptive qualitative research is appropriate in this study. The errors were classified into several categories based on the similarities they have. The classification use is Dulay error classification which classifies the errors into 4 types of errors in a detailed grammar classification (Susanty et al., 2021).

The data in this study consist of simple present tense usage errors found in hortatory exposition texts written by third grade students. These errors were categorised into verb usage errors, subject-descriptor congruence, and sentence structure. This research was conducted in class XII that is the accounting department (AKL) at SMK Swasta Jambi Medan. There are 6 classes with different majors. Such as 3 classes of from the management department (MPLB) 2 classes of, computer (TJKT), and 1 class of the accounting department (AKL) 1. The source of data was 21 students who wrote hortatory exposition texts as part of the English writing assignment. These students were

purposely selected to ensure that they had prior knowledge of simple present tense and the characteristics of hortatory exposition texts, as taught in their curriculum. The text was collected in written form to analyse specific errors in grammar usage.

The primary instrument for collecting data in this study was test writing. The students' hortatory exposition texts served as the main source of data, which was collected from assignments or tests specifically designed to evaluate their writing skills in using the simple present tense. To systematically identify and classify errors, the researcher utilized an error identification checklist based on grammatical rules of the simple present tense, including categories such as omission, addition, misformation, and misordering. The checklist was developed using error analysis theories proposed by Corder (1967) and Dulay, Burt, and Krashen (Kusmaryani et al., 2019). Clear guidelines for document analysis were followed to ensure consistency and validity in identifying errors, focusing on subject-verb agreement, verb forms, and sentence structure (Nadirah et al., 2019).

The data collection technique in this study involved several systematic steps. Firstly, hortatory exposition texts were written by third-year AKL students, with a total of 21 students, and were collected through assignments or tests. The student was asked to write these texts using the simple present tense within a period of 120 minutes, which allowed the researcher to assess their understanding of the grammar rules. Once the texts are collected, the next step was to identify grammatical errors related to the use of the simple present tense. Using error analysis techniques based on the theories of Corder, the researcher carefully examined each text to identify errors. These errors were then categorized into four types: omissions (missing elements), additions (unnecessary elements), tense errors (incorrect word forms), and arrangement errors (incorrect word order). Finally, the identified errors were systematically recorded in a table, including details such as the type of error, the sentence in which it occurs, and the form of correction.

The data analysis technique in this research was conducted systematically by using error analysis and qualitative methods. First, the researcher collected the test results, then the researcher identified the errors in the students' hortatory exposition texts based on the criteria for correct use of the simple present tense, such as subject-verb agreement, verb tense, and sentence structure. The errors were then categorized into four types: omission, addition, formation errors, and drafting errors, using a classification framework adapted from the theories of Corder (1967) and Dulay, Burt, and Krashen (Sandra, 2018). After categorizing the errors, the researcher analyzed the frequency of each type of error by counting its occurrence and calculating the percentage of each type of error in relation to the total number of errors. The researcher then interpreted the errors by referring to relevant grammar rules and consulting second language acquisition theories to understand the underlying causes, such as first language transfer or overgeneralization of rules.

Triangulation is an attempt to minimize the bias that results from data collection and analysis in order to check the accuracy of data or information obtained by researchers from various perspectives. In qualitative research, triangulation has also been used to assess validity by combining data from various sources. According to Denzin in (Khana et al., 2018), there are four types of triangulation: Triangulation method, investigator triangulation, theory triangulation, and data source triangulation (Akhmedovna, 2021).

In this study, the researchers used data source triangulation. In addition to written texts, including homework assignments, essays, and exam scripts, additional data was obtained through semi-structured interviews with students. These interviews provided contextual insights into students' understanding and challenges regarding the use of simple present tense. Observational data was also collected during writing activities to capture the real difficulties faced by students in applying the tense correctly. The analysis combined quantitative methods, such as frequency counts of error types, and qualitative methods, including categorization of errors and explanations of their causes, following the frameworks of Corder (Sitorus & Sipayung, 2018). Results from these different data sources and

methods were cross-verified to identify consistent patterns, to ensure the strength and credibility of the findings (Ardin, 2017). This triangulation approach provides a more comprehensive and reliable interpretation of students' errors in using simple present tense in hortatory exposition text (Cer, 2019)..

In this study, data triangulation, research on the ability to write hortatory exposition texts can produce more comprehensive, valid, and reliable data (Zurniati, 2018).

RESULT AND DISCUSSION

The Data

The researcher applied a descriptive qualitative method in this study. According to Dulay, Burt, and Krashen, there are four types of errors in writing: surface strategy taxonomy, linguistic category taxonomy, comparative taxonomy, and communicative effects taxonomy. In this study, the researcher focused on the surface strategy taxonomy. This taxonomy includes four types of errors: omission, addition, misformation, and misordering (Ahmada, 2020).

The population for this study was based on research conducted at SMK Swasta Jambi Medan on february, 2025, with a sample of 21 students. To collect data, the researcher used 21 student writings that had been tested. The researcher focused on identifying the types of errors that appeared in the hortatory exposition texts written by the students. The researcher listed the different categories of errors as follows:

Table 1. The data

| No | students | Errors analysis | Types of Errors |
|----|----------|--|---|
| 1. | SR | Technology has become on integral part of human rife in this modern era. one of the main advantages of technology is its ability to provide unlimited acces to information. | Misformation, because The correct article to use before a word starting with a vowel sound (like "integral") is " an " instead of " on ". The incorrect use of "on" is a form error. Misformation occurs when a word is used in an incorrect form. In this case, " acces " is an incorrect form of the word " access ". The word " acces " doesn't exist in standard text hortatory exposition, so it is considered a form error. |
| 2. | NKA | Technology has a very important role in improving learning. efficiency and productivity in learning also increase thanks to e learning platform Technology has become an integral part of human rife in this modern era spelling up the communication process. | Omission , because the sentence start with “efficiency” without the define article “The” in the text when we talk about specific things like “efficiency” or “productivity” in a context usually use “the” to refer to the concept being discussed Misformation , because Rife" is not the correct word in this context; it means "common" or "prevalent," which doesn't fit the intended meaning. The correct word should be " life " Misformation, "Spelling up" is not the correct phrase in this context. The correct verb is "speeding up", which means to make something happen more quickly or to accelerate a process. |

| | | | |
|----|------|---|--|
| | | And increasing student interocion and involvements | Misformation,because “interocion” and “involvements” is misspelled the correct should be interaction and involvement |
| 3. | SK | The role of technology in educational includes managing the posives impact of technology and help educators and student and carrying out the learning process. to increase their knowledge. and help educators. | Misformation, because Educational" is an adjective, and here we need a noun. The correct noun is " education ", which refers to the field or process of teaching and learning. Misformation because posives is misspelled the correct is should be positives Addition, because the sentence had the addition of ‘carrying out’ in the sentence is not needed. The correct is “carry out”. Misordering, because the researcher found that the student writes the wrong placement and structure the correct is to increase their knowledge. It also help educators. |
| 4. | FK | Technology in education is used as a ficitator to achieve learnings goals Access vast and diverse information improve our quality through email, phone or social media data processing or task automation | Addition, because the sentence had the addition of “learnings” in the sentence S not needed. The corrects is “learning” Addition, because the sentence had the addition of “improve our” in the sentence not needed. The correct is “information quality”. Misformation, because “phone “is a misspelled word can make the sentence confusing or unclear the correct is phones Misformation, because the sentence is not relevant to the text, the correct it should be data processing and task automation. |
| 5. | TNNH | students can acces information easily helps solidity knowledge learning becomes more flexible can be accessed anytime and anywhere | Misformation, because the sentence is a misspelled word make the sentence unclear. The correct is should be students can access information easily. Misformation, because the sentence is a misspelled word makes the sentence unclear, the correct is helps solidify knowledge. Misformation, because the sentence is not relevant to the text the correct is “learning becomes more flexible and can be accessed anytime and anywhere.” |

Data Analysis

After collecting the data based on dulay’s theory, the researcher categorised the types errors in the production of hortatory exposition text, especially in the surface strategy taxonomy with its parts such as omission, addition, misformation and misordering (Hamid & Qayyimah, 2014). The researcher also found out which form of error was more common than the collected data made on the third grade students of SMK Swasta Jambi Medan in hortatory exposition text. Below is the data analysis of errors when students wrote hortatory exposition text.

After the data was collected, the researcher analyzed and identified the data. Then, the researcher classified the errors into error types. Students' writings were identified and classified based on the types of errors according to Dulay et al (1983), there are: addition, omission, misinformation and misordering.

To obtain the analysis results, the researcher used the percentage technique as below:

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

P= percentage

F= Frequency of error occur

N= Total Frequent

The result of the Students' Hortatory exposition text can be seen in the following table:

Findings Result & Discussion

Findings Result

The purpose of this study is to find out the types of errors and also to find some causes errors in the use of simple present tense verb forms in writing Hortatory exposition texts made by third grade students of SMK Swasta Jambi Medan using the surface strategy taxonomy theory.

There are four types of errors commonly made by students when using the simple present tense in hortatory exposition texts: **omission**, such as leaving out important verbs in a sentence; **addition**, like adding unnecessary words, such as "should" in "It is important to should act"; **misformation**, like using the wrong form of a verb, such as "He believe" instead of "He believes"; and **misordering**, like incorrect word order, for example, "technology develop more effective can learning meaning methods" which can be confusing in the context of a statement. These errors need to be corrected for clearer and more accurate hortatory exposition writing. The causes of the student's errors in using simple present tense are native language influence, and insufficient practice with correct grammatical structures (Pardede & Herman, 2020).

Table 2. Findings

| No | Types Of Errors | Number Of Error | Percentage |
|----|-----------------------|-----------------|-------------|
| 1 | Omission | 7 | 9,21% |
| 2 | Addition | 14 | 18,42% |
| 3 | Misformation | 42 | 55,26% |
| 4 | Misordering | 13 | 17,11% |
| | Total of Error | 76 | 100% |

Table 4.3.1 shows total errors made by third grade of SMK Swasta Jambi Medan in their Hortatory exposition text focused on using verb form of simple present tense. After analyzing the student's error in writing Hortatory exposition text, the researcher found four types errors they are omission 7 (9,21%), Addition 14 (18,42%), Misformation 42(55,26%), and misordering 13 (17,11%).

Discussion

In this section, the results of this study relate to the answers to the problem statements regarding the types of errors and the causes of the errors made by the third grade students of SMK Swasta Jambi Medan. After identifying the errors, there were four types of errors made by the students in writing the hortatory exposition test, that is omission errors, addition errors, form errors, and sequencing errors.

In this finding, the researcher calculated the percentage of each type of error found in the students' hortatory exposition text in using the simple present tense verb form. Based on the

percentage of error types above, the most dominant error in the use of simple present tense verbs in writing hortatory exposition texts made by students is misinformation error as much as 42 data or (55,26%). In addition, the findings and discussion show that most students have difficulty in using simple present tense, especially the present and to be verb forms. Students should use the verb form in using hortatory exposition text but student's did not do it (Asni & Susanti, 2018).

Based on the explanation above, students should learn about hortatory exposition text in class. Teachers should also pay more attention to train students in writing hortatory exposition texts. For example, teachers should prepare themselves before entering the class. Then the teacher should also see the students' interest in learning about writing hortatory exposition text, so that the learning process can run well.

This research contributes a lot to many people. Not only for students, teachers, but also for other researchers who want to conduct research related to this study. For students, this research can increase their knowledge about writing, especially writing hortatory exposition texts. For teachers, this research can help them in teaching hortatory writing. For other researchers, it can be used as basic information or reference to conduct their research (Purba, 2022).

So the researcher concluded that, this finding means students still make errors in writing hortatory exposition. Their errors are addition, omission, sequence errors and formatting errors. So students still need more teaching about it, and teachers should pay more attention to students. So that, it will give a good contribution to each other. For teachers, this research can help them in teaching hortatory exposition text (Croci et al., 2022).

The Cause of Hortatory Exposition Text Error

To obtain additional data, the researcher interviewed students who had completed the writing test. The interviews were conducted to answer the second question. Two students were interviewed to find out causes students made errors when using Hortatory exposition text in writing.

Table 3. The Cause of Hortatory Exposition Text Error

| Source of data | Key findings | Errors found | Errors type | Causes/reasons |
|----------------|---|---|--------------|--|
| Student 1 | Some students provide sentences where they added extra words or missed necessary verb forms. | Spelling up the communication process should be speeding up the communication process | Misformation | involves the use of incorrect word forms or sentence structures. |
| Student 2 | Some students don't check their writing for errors, while others omit key verbs in sentences. | Technology has become an integral part of human life in this modern era should be technology has become an integral part of human life in this modern era | Omission | because where essential elements of a sentence are left out, resulting in incomplete or unclear meaning. |

| | | | | |
|-----------|---|---|----------|--|
| Student 3 | Students are more likely to disorder words in their written texts than when speaking. | Such as searching for answer to search through the internet should be such as using the internet to search for answer | Misorder | The errors in the arrangement of words or phrases within a sentence. This usually happens due to students' misunderstanding of proper grammar rules and logical organization of ideas. |
| Student 4 | Some students add extra words or leave error in place because they feel frustrated. | But can also have a negative impact impact for example should be but can also have a negative impact, for example | Addition | because students include unnecessary words or phrases, making the sentence redundant or irrelevant. |

1. Omission: The cause students make omission errors is because where essential elements of a sentence are left out, resulting in incomplete or unclear meaning. This is often caused by a lack of understanding of correct sentence structure or inattentiveness during the writing process.
2. Addition: The cause students make Addition errors is because students include unnecessary words or phrases, making the sentence redundant or irrelevant. This is typically due to students' attempts to lengthen their writing without fully understanding the required content.
3. The cause students make misformation errors is because involves the use of incorrect word forms or sentence structures. These errors often stem from insufficient knowledge of grammar and vocabulary, as well as a lack of understanding of the context in which certain words should be used.
4. The cause students make misordering errors is because errors in the arrangement of words or phrases within a sentence. This usually happens due to students' misunderstanding of proper grammar rules and logical organization of ideas.

Based on the result of the interview above, the researcher found the reasons why students made errors in using hortatory exposition text when writing as follows: students found in difficult in writing activities, is students lacked knowledge about hortatory exposition text, students were still confused about applying types, and structure about hortatory exposition text (Wijayanti, 2017).

Triangulation

To ensure the accuracy and validity of the findings obtained from the error analysis of students' writing on "The Impact of Digital Tools on Student Engagement," data triangulation was conducted by comparing the results of the error analysis with other data sources. The purpose of this triangulation is to confirm the consistency of the error patterns found across various sources, such as classroom observations, teacher feedback, and student surveys regarding the use of digital tools in learning (Wu et al., 2019).

Data Triangulation analysis

After gathering various relevant data sources, such as the error analysis of students, teacher feedback, and student surveys regarding the use of digital tools, the next step is to conduct data

triangulation analysis. At this stage, data from different sources will be compared and analyzed to verify the consistency of the findings and ensure that the error patterns observed in the students' writing align with the findings from other data sources. This triangulation analysis aims to provide a more comprehensive and valid understanding of the impact of digital tools in enhancing student engagement in learning (Vadipoor et al., 2021).

Table 4. Table Data Result Triangulation

| No | Types Of Error | Number Of Error | Percentage |
|----|-----------------------|-----------------|---------------|
| 1 | Omission | 5 | 23,80% |
| 2 | Addition | 3 | 14,28% |
| 3 | Misformation | 11 | 52,38% |
| 4 | Misordering | 2 | 9,52% |
| | Total of Error | 21 | 100% |

Based on the result of the data triangulation by third grade SMK Swasta jambi Medan in their hortatory exposition text focused on using verb form of simple present tense. The researcher found this is omission 5(23,80%), addition 3(14,28%), misformation 11(52,38%), and misordering 2(9,52%. The most common error in both datasets is misformation the most prevalent error, and this aligns with the triangulation results, where misformation is also the most frequent type of error. This similarity highlights a consistent pattern of errors made by students, particularly regarding incorrect tense usage and verb form mistakes. This consistency suggests that the findings from both datasets are reliable and reflect the same challenges students face in writing.

KESIMPULAN

The conclusions that can be drawn from this research are as follows:

1. The types of error on the using verb form of simple present tense in hortatory exposition text made by third grade students of SMK Swasta Jambi Medan are error of omission with 7 errors or 9,21%, error of addition with 14 errors or 18,42%, error of misformation with 42 errors or 55,26% and error of misordering with 13 errors or 17,11%. Students made such error because they did not know well the manner in using simple present tense.
2. By conducting interview with some students, the researcher finds that students errors were caused by students. In difficult in writing activities, is students lacked knowledge about hortatory exposition text, students were still confused about applying types, and structure about hortatory exposition text.
3. The result data triangulation of error using verb form of simple present tense in hortatory exposition text by third grade students of SMK Swasta jambi Medan are error of omission 5(23,80%), addition 3(14,28%), misformation 11(52,38%), and misordering 2(9,52%. This similarity highlights a consistent pattern of errors made by students, particularly regarding incorrect tense usage and verb form mistakes. This consistency suggests that the findings from both datasets are reliable and reflect the same challenges students face in writing.

Referencess

- Agustin, R. W., & Ayu, M. (2021). The Impact Of Using Instagram For Increasing Vocabulary And Listening Skill. *Journal Of English Language Teaching And Learning*, 2(1), 1–7. <https://doi.org/10.33365/Jeltl.V2i1.767>
- Ahmada, A. (2020). The Error Analysis Of Writing Recount Text At Third Semester Students Of English Education Department In Academic Year 2019/2020. *Jurnal Studi Guru Dan Pembelajaran*, 3(2), 200–205. <https://doi.org/10.30605/Jsgp.3.2.2020.305>

- Judika Silaban, Sahlan Tampubolon, Sahat Taruli Siahaan| An Error Analysis Of Using Simple Present Tense In Writing Hortatory Exposition Text Of Third Grade Students
- Akhmedovna, Y. T. (2021). To Develop Students' Knowledge, Skills And Competencies In The Organizational And Technical Aspects Of Essay. *Academicia: An International Multidisciplinary Research Journal*, 11(2), 914–918. <https://doi.org/10.5958/2249-7137.2021.00435.3>
- Andansari, I. R., Sari, O. W., & Murwantono, D. (2020). The Students' Error Analysis Of Writing In Recount Text For Millineal Students. *Science, Technology, Engineering, Economics, Education, And Mathematics*, 1(1).
- Ardin, H. (2017). Analyzing Errors In Recount Text Written By The Third Year Students Of Sman 1 Pinrang. *Jikap Pgsd: Jurnal Ilmiah Ilmu Kependidikan*, 1(1), 1–10. <https://doi.org/10.26858/Jkp.V1i1.5040>
- Asni, S. L., & Susanti, S. (2018). An Analysis Of Grammatical Errors In Writing Recount Text At The Eighth Grade Of Smp Negeri 20 Kota Jambi. *International Journal Of Language Teaching And Education*, 2(2), 131–144. <https://doi.org/10.22437/Ijolt.V2i2.5205>
- Barus, L. D. G., Herman, H., & Niswa, H. (2020). The Effect Of Student Teams Achievement Divisions (Stad) To The Students' Writing Ability On Recount Text. *Journal Of English Education And Teaching*, 4(4), 536–547. <https://doi.org/10.33369/Jeet.4.4.536-547>
- Berutu, L. E. N. (2022). *Error Analysis Made By The Eight Grade Students Of Mulak Tu Huta Education Centre In Writing Explanation Text*. <http://repository.uhn.ac.id/handle/123456789/6911>
- Cayari, C. (2018). Connecting Music Education And Virtual Performance Practices From Youtube. *Music Education Research*, 20(3), 360–376. <https://doi.org/10.1080/14613808.2017.1383374>
- Cer, E. (2019). The Instruction Of Writing Strategies: The Effect Of The Metacognitive Strategy On The Writing Skills Of Pupils In Secondary Education. *Sage Open*, 9(2), 2158244019842681. <https://doi.org/10.1177/2158244019842681>
- Croci, M., Fasi, M., Higham, N. J., Mary, T., & Mikaitis, M. (2022). Stochastic Rounding: Implementation, Error Analysis And Applications. *Royal Society Open Science*, 9(3), 211631. <https://doi.org/10.1098/Rsos.211631>
- Fitria, T. N. (2020). Error Analysis Found In Students' Writing Composition In Simple Past Tense Of Recount Text. *English Franca: Academic Journal Of English Language And Education*, 4(2), 141–160.
- Hamid, R., & Qayyimah, Q. (2014). An Error Analysis In The Use Of Past Tense In Writing Recount Text At The Second Year Students Of Smp Unismuh Makassar. *Exposure*, 3(1), 16–28. <https://doi.org/10.26618/Ejpb.V3i1.797>
- Husna, A., & Multazim, A. (2019). Students' difficulties In Writing Recount Text At Inclusion Classes. *Let: Linguistics, Literature And English Teaching Journal*, 9(1), 52–76. <https://doi.org/10.18592/Let.V9i1.3077>
- Kardiansyah, M. Y., & Salam, A. (2020). The Translator's Strategy As A Cultural Mediator In Translating Indonesian Novel Into English. *Proceedings Of The 4th International Conference On Language, Literature, Culture, And Education (Icollite 2020)*, 413–418. <https://doi.org/10.2991/Assehr.K.201215.065>
- Khana, V., Sibarani, B., & Gurning, B. (2018). Language Shift In Tamil Ethnic In Lubuk Pakam. *Proceedings Of The 3rd Annual International Seminar On Transformative Education And Educational Leadership (Aisteel 2018)*, 329–332. <https://doi.org/10.2991/Aisteel-18.2018.72>
- Kusmaryani, W., Musthafa, B., & Purnawarman, P. (2019). The Influence Of Mobile Applications On Students' Speaking Skill And Critical Thinking In English Language Learning. *Journal Of Physics: Conference Series*, 1193(1), 012008. <https://doi.org/10.1088/1742-6596/1193/1/012008>

- Judika Silaban, Sahlan Tampubolon, Sahat Taruli Siahaan| An Error Analysis Of Using Simple Present Tense In Writing Hortatory Exposition Text Of Third Grade Students
- Muamaroh, M., Mukti, V. C., & Haryanti, D. (2020). The Process And Problems Of Efl Learners In English Writing. *Ethical Lingua: Journal Of Language Teaching And Literature*, 7(2), 405–418. <https://doi.org/10.30605/25409190.215>
- Muis, I. A. (2019). *An Error Analysis Of Using Present Tense By The Tenth*.
- Nadirah, N., Tahir, M. H., & Asrifan, A. (2019). The Ability To Translate English Phrases Into Indonesian And The Difficulties Faced By The Eleventh Grade Students Of Sman 1 Pancarijang. *Journal Of Advanced English Studies*, 2(1), 41. <https://doi.org/10.47354/Jaes.V2i1.53>
- Nainggolan, M. . (2018). Error Analysis In Writing Hortatory Exposition Text Of Eleventh Grade Students At Sma Swasta Imelda Medan. *M.Nainggolan*, 151, 10–17.
- Nofrika, I. (2019). Efl Students' Voices: The Role Of Youtube In Developing English Competences. *Journal Of Foreign Language Teaching And Learning*, 4(1), 69. <https://doi.org/10.18196/Ftl.4138>
- Nurlaili, N., & Juliana, J. (2021). An Error Analysis Of Using Simple Present Tense In Descriptive Text Written By The Eighth Grade Students Of Smp Bina Satria Medan. *Journal Melt (Medium For English Language Teaching)*, 6(1), 01. <https://doi.org/10.22303/Melt.5.2.2020.186-202>
- Pardede, H., & Herman, H. (2020). The Effect Of Numbered Heads Together Method To The Students' Ability In Writing Recount Text. *Cetta: Jurnal Ilmu Pendidikan*, 3(2), 291–303. <https://doi.org/10.37329/Cetta.V3i2.455>
- Pitarch, R. C. (2020). Enhancing Listening Skills And Learning Specific Language With Transcription Activities Using Lyricstraining. *Estudios De Lingüística Aplicada Iv*, 69.
- Purba, K. A. A. (2022). *An Error Analysis In Writing Short Essay Made By The First Semester Students English Department Nommensen University*. <https://doi.org/http://repository.uhn.ac.id/handle/123456789/6913>
- Sandra, R. A. (2018). From English To Indonesia: Translation Problems And Strategies Of Efl Student Teachers-A Literature Review. *International Journal Of Language Teaching And Education*, 2(1), 13–18.
- Saputra, R. H., Dayu, A. T., & Islamiah, N. (2020). Analysis On Morphological Errors Based On Students' writing Assignment Of English Subject In The Implementation Of Curriculum 2013. *Proceeding: Islamic University Of Kalimantan*, 1(1).
- Silalahi, M., Rafli, Z., & Rasyid, Y. (2018). The Analysis Of Errors In Translation Of Scientific Text From English To Indonesian Language. *Journal Of Education, Teaching And Learning*, 3(1), 23–27. <https://www.learntechlib.org/p/209092/>
- Sitorus, G. S., & Sipayung, K. (2018). An Error Analysis Of Using Phrases In Writing Recount Text At Tenth Grade In Sma Parulian 2 Medan. *Celt: A Journal Of Culture, English Language Teaching & Literature*, 18(1), 79–88. <https://doi.org/10.24167/Celt.V18i1.562>
- Sujarwo, S. (2020). Students' Perceptions Of Using Machine Translation Tools In The Efl Classroom. *Al-Lisan*, 6(2), 230–241. <https://doi.org/10.30603/Al.V6i2.1333>
- Susanty, L., Sholihah, H. I., Pramesworo, I. S., Telaumbanua, S., & Basir, A. (2021). Promoting English Learning From Home To Indonesian Families: An Alternative Approach To Learning Foreign Languages At An Early Age. *Linguistics And Culture Review*, 5(1), 203–216. <https://doi.org/10.21744/Lingcure.V5n1.1310>
- Vadipoor, G., Shabani, M. B., & Esfandiari, R. (2021). The Implementation Of Conceptual Metaphor As A Cognitive Solution To English Language Writing Challenges: The Effects On Writing Proficiency And Apprehension. *Teaching English Language*, 15(1), 77–106.
- Wijayanti, S. S. (2017). *The Analysis Of Grammatical Error In Students' Recount Text Made By The Eighth Grade Students Of Smp N 1 Gombong In The Academic Year Of 2016/2017*. Pbi-Fkip. <http://repository.umpwr.ac.id:8080/handle/123456789/1259>

- Judika Silaban, Sahlan Tampubolon, Sahat Taruli Siahaan| An Error Analysis Of Using Simple Present Tense In Writing Hortatory Exposition Text Of Third Grade Students
- Wu, T., Ribeiro, M. T., Heer, J., & Weld, D. S. (2019). Errudite: Scalable, Reproducible, And Testable Error Analysis. *Proceedings Of The 57th Annual Meeting Of The Association For Computational Linguistics*, 747–763.
- Zurniati, V. (2018). An Analysis Of The Students Preposition Errors In Writing Recount Text At English Department In Academic Year 2013/2014 At Iain Imam Bonjol Padang. *International Journal Of Educational Dynamics*, 1(1), 55–68.
<https://doi.org/10.24036/ijeds.V1i1.45>