

**AN ANALYSIS OF UNIVERSITY STUDENTS'
ERRORS IN USING THE SIMPLE PRESENT TENSE
IN WRITING REPORT TEXTS**

THESIS

Submitted in partial fulfillment of the requirements for the degree of “Sarjana
Pendidikan” (S1)

Arranged by

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BINA BANGSA GETSEMPENA UNIVERSITY
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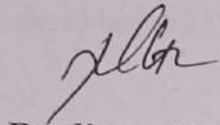
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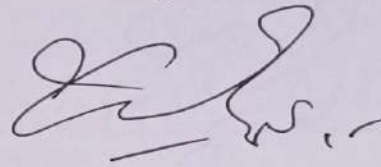
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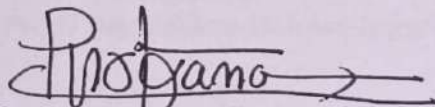


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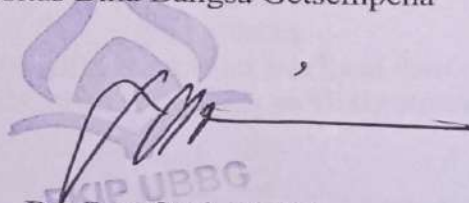
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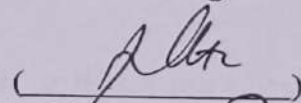
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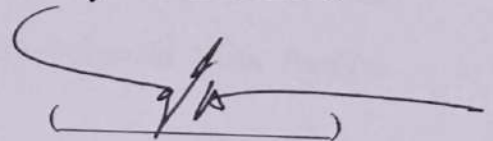
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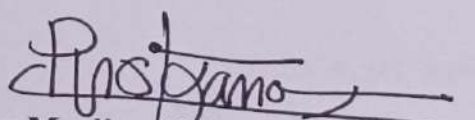
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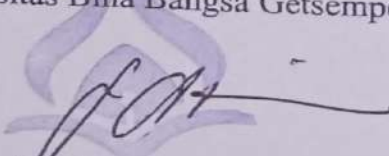
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The writer declares that the results of this research or thesis are truly her own work, not a plagiarism of another person's work, either in whole or in part. The opinions or findings of others contained in this thesis are quoted or referenced based on the scientific code of ethics. If this is proven to be plagiarism, the writer is ready to accept academic sanctions from the study program or from the Dean of the Faculty of Teacher Training and English Language Education at Bina Bangsa Getsempena University.

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Arhamun Nisak

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The researcher is fully aware that this thesis is still far from perfect. Therefore, constructive criticism and suggestions are highly expected by the researcher for future improvements. Hopefully, this thesis can benefit anyone who reads it.

Banda Aceh, 27th November 2025

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ABSTRACT

Arhamun Nisak, (2025). An Analysis of University Students' Errors in Using the Simple Present Tense in Writing Report Texts. Thesis English Education Study Program, Bina Bangsa Getsempena University, Supervisor I, Rosdiana, M. Pd., Supervisor II, Mulyani, M. Pd., M. TESOL.

This research aims to figure out the errors made by university students in using the simple present tense in writing report texts. The research method used in this research is a descriptive qualitative method. The test was used in this research as a research instrument to collect the data. The subjects in this research are students of the English Language Education Study Program at Abulyatama University and Muhammadiyah Aceh University, consisting of 30 students. The data were analyzed using the error analysis framework proposed by Ellis (2008), focusing on categorizing grammatical errors based on the surface strategy taxonomy. The results show that misformation is the most frequent error made by university students, with 59,53% of total errors. The second most common errors are omission and addition, with 14,41% total of errors for each of them, and the last one is misordering, with 11,62% total of errors. This finding indicates that there are still many university students who have difficulty applying grammar rules consistently and correctly, and there is still a gap between theoretical understanding and practical ability in applying it to good and correct writing. For future research, it is recommended that grammatical error analysis also be conducted on other types of text and consider additional variables such as semester level, learning experience, and the influence of mother tongue on sentence structure in English. The use of data triangulation methods, such as interviews or observation of the writing process, can also enrich the depth and validity of the findings.

Keywords: Error analysis, university students, simple present, report text.

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