

An Analysis Of Students' Understanding in Using Simple Present Tense for Writing Routines at SMP Negeri 06 Kayan Hilir in Academic Year 2021/2022

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ABSTRACT

The aim of the research is to know the students' understanding in using simple present in writing routines and to know the obstacles faced by students in writing routines by using simple present tense at SMP Negeri 06 Kayan Hilir. The focus of this research is on students' understanding in using nouns, verbs, adjectives, and adverbs for writing routines. The method used in this research is a qualitative. The data collected by using questionnaire, interview, and documentation as techniques. The researcher used questionnaire, interview guidelines, and students' writing products as instrumentations. The researcher interviewed the English teacher and the students in this research. The documentation includes the data which are students writing product, and all the photo of the research. The subjects of the research are 35 students. The research results found from analyzed the students' writing product of students understanding in using noun, verb, and adverb was higher than students' understanding in using adjective. Based on the results of the questionnaire, it can be seen that the students' understanding included with the good category.

Keywords: an analysis, routines, simple present tense, students' understanding

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui pemahaman siswa dalam menggunakan simple present tense didalam menulis rutinitas dan untuk mengetahui hambatan yang dihadapi siswa didalam menulis rutinitas menggunakan simple present tense di SMP Negeri 06 Kayan Hilir. Fokus penelitian adalah pada pemahaman siswa didalam menggunakan kata benda, kata kerja, kata sifat, dan kata keterangan didalam menulis rutinitas. Metode yang digunakan pada penelitian ini adalah kualitatif. Pengumpulan data menggunakan angket, wawancara, dan dokumentasi sebagai teknik. Peneliti menggunakan angket, pedoman wawancara, dan produk tulisan siswa sebagai instrumentasi. Pada penelitian ini peneliti mewawancarai guru Bahasa Inggris dan siswa. Dokumentasi meliputi data seperti produk tulisan siswa, dan semua foto dari penelitian. Subjek penelitian adalah sebanyak 35 siswa. Hasil penelitian yang ditemukan dari menganalisis produk tulisan siswa pada pemahaman siswa dalam menggunakan kata benda, kata kerja, dan kata keterangan lebih tinggi dari pemahaman siswa didalam menggunakan kata sifat. Berdasarkan hasil dari angket, terlihat bahwa pemahaman siswa termasuk dalam kategori baik.

Keywords: analisis, pemahaman siswa, simple present tense, rutinitas

1. INTRODUCTION

Language is a universal communication, which is used by human to make social relationship with other people. It is very important for human life in the world. It is as very important function to speak, communicate, interact, express opinions or exchange ideas. It is also used by someone to get information. Without language everyone will get difficulties in communication in their daily life. The spread of language in modern era the development of a language will be easier. In this era, it is also in the development of the digital era which is increasingly developed and sophisticated. The language with the most widespread distribution is English. English is known as the international language or a universal language it is often spoken by people from all over the world. English is also a language that builds communication and relationships among people from different countries. One of the language skills needed to communicate with people from different countries is writing skills. It is an activity in describing and expressing ideas, thought, intentions, and whatever is on our mind with an appropriate language writing system. It is also a skill that uses imagination, for example in composing stories that are poured through writing which can then become works that can entertain people. It is also a means of communication, for example in ancient times humans wrote through the media of letters, and nowadays it is social media that humans use to communicate.

Writing is a very important and complex thing to do because through writing someone can give idea, thoughts, imaginations, works and creativity through various stages, and make the reader understand the text written by the researcher. Writing also as a means for someone in delivering or venting how their feelings, as well as a means to tell events or experiences. That is why writing is very important, because through writing someone can improve the ability and power of thinking. Writing can make everybody doing activities, like communicate in writing with others, such as sending messages, signing cooperation letters, and writing activities, but until this time there are still many people who do not understand or mastery how to write using good and correct language structures, such as using capital letters, punctuation, and are still confused about writing standard sentences and non-standard sentences. If we write a text, of course we use a language. Writing also has many obstacles or problems, such as feeling lazy which will make a loss of motivation for someone who will write, it will certainly prevent someone from giving ideas, thoughts and imagination through writing. Ideas, thoughts and imagination are very important, because through it all a person will have a clear direction, for what, who and how will write all the ideas that he has. The next problem is the difficulty to put the idea into words and have difficulty arranging words which will form a series of sentences. Students also afraid to make a work through writing because

they do not want to disappoint the reader or are afraid that the writing will make the reader feel bored and have a personality who is afraid, embarrassed or does not like it when criticized or commented on by others.

Writing is an activity that has a broad meaning, consequently, good writing must pay attention to the structure and grammar of sentences, in order to our writing becomes more structured, there are several processes or stages such as thinking, doing and revise which need to be applied and carried out, in writing activities (Kane, 2000, pp.17-18). Writing is a complex activity, before doing writing activities try to create a concept for the writing, starting with the choice of words and the preparation of sentences. In line with that Stark (2003, p. 57) explains the most important is, when you are trying to write something, give yourself the freedom and convenience to brainstorm through words on paper. Write down all your thoughts and don't pay too much attention to the perfection of the sentences you write. At the beginning of the writing phase, don't criticize your writing, because you can improve it at any time. The more opportunities you give yourself, the easier it will be for you to write down your ideas.

In writing English, we will involve tenses. Tenses have a function to show the time in a later event and are indicated or marked by the form of the verb. The function of tenses is to show or determine events that occurred in the past, present, and future. There are four tenses in English. One of the tenses is the simple present tense. The function of the simple present tense is to describe an event, event, or something that occurs repeatedly or continuously and occurs all the time. The important points of the use of the simple present tense itself are the first to provide information about general truth, and the second is to provide information or statements about truths and habits or an activity that is carried out repeatedly, then to express wishes or requests, and the last is to express a future time by giving an explanation. In simple terms, it can be understood that another use of the simple present tense itself is used to express general questions about activities, habits or what can be called routines. Routines or something that is done continuously can be a way or a solution in using English which is done by writing routines or habits. That way it will be easier to understand and know how to use the simple present tense appropriately and of course regularly. Nowadays writing routine is a fun activity. It is very fun and useful when writing activities or routines that we do can be expressed or conveyed in writing and of course in English. In line with that, Azar & Hagen (2009, p. 14) argued, Simple present tense is a type of tense that shows an action or activity that was really happened in the past, true happening right now, and that will be happen continues in the future known as routines.

Routine is an activity that becomes a habit because it is done continuously, constant, regular, and does not change. The procedure is a stage that must be completed or completed in order to achieve the desired

result. It can be concluded that a routine is a stage, steps, and process in a specific activity with the goal of achieving certain desires that is carried out on a regular and consistent basis. Thus, routine has tethered us to a specific activity or job, and we have no choice but to participate in that activity. Making a list of activities from which you should start your routine, all of which must be structured by making a list of your activities or work, from the morning, afternoon until night. Building a routine schedule that is more structured and appropriate is a way to keep time and work done regularly, even though sometimes feel tired and want to give up, but there are several ways we can start our daily routines in a more structured way (McGuiness, 2013, pp. 3-5).

The researcher interested to conduct a research entitled *An Analysis of Students' Understanding in Using Simple Present Tense for Writing Routines at SMP Negeri 06 Kayan Hilir in Academic Year 2021/2022* in this research the researcher analyzed students' understanding in using the simple present tense. In this research is the researcher on students' understanding in the classification and use of words, such as nouns, adjectives, verbs and adverbs. The specific reason why the researcher does this research because there have been no previous similar study that conducted this kind of research. In the pre-observation, it was found that there are average students who had a lack of understanding of how to use the simple present tense, they also did not understand how to write with the correct and use correct grammatical structure.

2. METHODS

The design of a research is a basic description of the research steps, and methods for collecting research data. Through this design, the research to be carried out becomes more structured. Research design provided an overview and view of the research to be carried out. Qualitative research is a method of collecting and analyzing the data with non-numerical data included. Qualitative research has a different method of quantitative research, which involves numerical data in collecting and analyzing the data, simply qualitative research is inversely proportional meaning and function of quantitative research. For instance, non-numerical data of qualitative research is text, video, photo, and audio. Qualitative research is normally used to analyze human and social science. In line with that Creswell (2018, p. 2) explains qualitative research is a media that functions to explore and find out the meaning of individuals or groups associated, with social or human problems, which involve questions and procedures, collecting data in participant settings, forming data analysis from specific to general topics, and interprets the meaning of the data. The structure of the final written report is flexible, and participants involved will support a research approach that respects the inductive style,

pays attention to personal meaning, and the importance of interpreting and understanding the elaboration of the situation.

In qualitative research you must indicate what types will be collected. The researcher collected various forms of data and need time in natural settings to collect information. In qualitative research there are several categories as processes used to collect the data. The researcher used analysis technique in qualitative research. Analyzing qualitative data is a process that requires an understanding of text and images so that questions can produce appropriate answers. The purpose of this research is to describe and relate the procedures used to analyze qualitative data using the existing approaches in the analysis. Qualitative analysis approach will also help the overall understanding of interpretation of qualitative data. It is a very prudent approach for the systematic presentation of qualitative analysis and as a facility that provides progress towards much better research results (Akinyode & Khan, 2018, p. 164). Data collection carried out during the research process and English teaching and learning activities. The material is about simple present tense, writing, routines, and media in the learning process provided by the English teacher of the class. During the research process, the researcher focused on the level of students' understanding and in using the simple present tense for writing routines.

The subjects of the research are the students of Ninth Grade of SMP Negeri 06 Kayan Hilir. The researcher chooses class IX A and IX B as the population. Class IX A consists of 20 students there are 8 males and 12 females. Class IX B consists of 23 students there are 12 males and 11 females. The total number of class IX there are 43 students. From this number, it was decided that the researcher took all samples because it was less than 100, therefore all samples were taken for the research sample. The researcher took all of students in class IX because the researcher wants to know the understanding of all students in class IX, that why the researcher takes all students in class IX as research subjects and does not just take one class. In this research the researcher used purposive sampling to collect the information. Purposive sampling or commonly called "purposeful sampling" is a technique that refers to a group of sampling strategies that are usually often used in qualitative research, the basic idea underlying which is to select samples that have rich information that aims to answer research questions completely (Flick, 2018, p. 88).

In this research through purposive sampling, the researcher used a predetermined sample and then used several other techniques and tools to retrieve various kinds of information from the sample used. The information obtained aims to provide detailed answers to research questions to support producing complete research data. Data collection is a very important and influential stage in a research because through data

collection the research processes can be completed, according to procedures and has real data, so that the truth can be accounted for. In data collection there are data collection technique and instruments of data collection. Techniques of data collection are methods used to collect research data obtained from research samples such as subjects and sites that are the target in the research, which are the data sources. Data collection techniques are very important to do because it becomes the foundation for making research instruments.

The data collection technique the researcher used in this research is questionnaires, interviews, and documentations. The kind of the interview which the researcher used in this research is a face to face interview. The face-to-face interview is a type of interview that provides time to build a good relationship with the participants and collects verbal and non-verbal data. The interviewer can also consider everything related to the interview such as the comfort of the situation, privacy, place, and access to make a good interview (Tracy, 2013, pp. 159-160). Questionnaire is a written data collection technique in the form of open or closed questions/statements to get answers from respondents. The effectiveness of the questionnaire can be seen from the researchers' understanding of what they want to get from the respondents and the stages that are carried out on the research variables (Sugiyono, 2020, pp. 199-200). Documentation is a data collection technique in qualitative research by observing or analyzing documents made by oneself, the researcher, or others about the subject in a research. Next, analyze documents related to the school where the research was conducted, such as attendance reports, levels of active participants, dropouts, or sources of student referrals). Finally check the biographies of related sources, collect school plans, and students' seat. A questionnaire also as tool or instrument for collecting data in the form of a self-report filled out by each research participant who is part of the research. The researcher wants to get detailed information about various types of participants' characteristics of research. The characteristics are related to the thoughts, feelings, attitudes, beliefs, values, perceptions, personalities, and behavioral intentions of the participants (Johnson & Christensen, 2014, p. 230).

The researcher used face-to-face interview in this research to communicate and interview directly. This interview model is used by the researcher to obtain real information because the researcher has the opportunity to see directly the attitudes, treatments, characteristics, and other information related to the participants. Face-to-face interviews also provide a high response rate, improve interview results, and ensure the quality of the data obtained. In this research the researcher collected verbal data because the data is interview result through written form. The interview process in this research conducted interviews with

English teachers, and several students based on the students' score (highest score, medium, and lowest score) from IX A and IX B class, overall there are six students will be interviewed. To present data from the results of respondents' answers to the questionnaire given, the researcher used Likert scale as a method of measuring the answers. According to Mathers, Fox, & Hun (2007, p. 27) stated, Likert type questionnaire is a type of questionnaire in which the researcher will require answer choices to the participants. The answers given with the level of assessment from strong disagree to strong agree on a certain subject from the respondents. Likert scale is a psychological measurement scale, which is widely used in research and social science education. This scale is designed to measure participants' "attitudes" in a way that is recognized, proven, and recommended for use in actual or hypothetical situations in research. In the research using Likert scale, participants were asked to provide opinions ranging from agree to disagree with statements made on a metric scale. Likert scale validity is based on the application of related topics; the context is understood by the respondent and evaluated by the answer item maker (Joshi, et Al. 2015, pp. 397-400). The document used by the researcher is data reduction as a form of data validation. Data reduction is a stage of qualitative data analysis techniques. The data reduction stage itself includes simplifying, sorting, and removing unnecessary ones. These stages are used to produce meaningful data information and make it easier to draw conclusions. In this research the researcher made criteria of writing product as a data reduction In line with that Albalate (2007) stated "Data Reduction Techniques are approaches in charge of diminish the quantity of information in order to reduce both memory and execution time. Traditionally, the concept of Data Reduction have received several names, e.g. editing, condensing, filtering, thinning, etc, depending on the objective of the data reduction task"

An analysis is a method for breaking down complicated problems into simpler, easier-to-apply, and better-understood components. An analysis is also a process that involves dismantling, differentiating something which shaped according to the group, regrouping according to the defined criteria, and then searching for the next step. An analysis is often an operation that involves storing an entity in detail, describing its constituent components, and then studying these components further. An analysis is a mindset that pays close attention to something in social life, such as individuals, things, events, phenomena, and details, in order to break it down into pieces and see the overall relationship between them. As a result, it can be inferred that research is a task that relies on the ability to solve problems that represent a more formal, simpler entity with more detailed components, making it simple to execute. A process of concept solving, word placement, complex

linguistics, and the process of views related to the interpretation of interesting facts so that it becomes something simpler and the end of the problems becomes one if it is smaller and can be rearranged into a greater unity is known as analysis. Data analysis is the process of examining, reorganizing, updating, developing, creating data that is used to view and retrieve useful information more thoroughly, express results, and provide support for decision making.

Data analysis includes aspects and approaches involving a variety of techniques with different names according to different science, business, and social sciences. In data analysis there are several stages to find significant result in processing data analysis (Bihani & Patil, 2014, p. 95). There are several stages used to analyze and interpret qualitative data, such as organizing preparing the data, reading through all data, exploring and coding the database, describing findings and forming themes or description, interrelating themes or description, interpreting the meaning of the findings, and the last one of analysis qualitative data is validating the accuracy of the findings (Creswell, 2014, p. 218). Coding is a word consisting of "code". Codes in qualitative research are usually in the form of words or short phrases, which symbolically, symbolize and provide summative, meaningful, and interesting attributes for certain language-based data or visual data, and their meaning, will be estimated concerning each individuals data. Coding is a way of analyzing qualitative data. Coding is not an exact science, especially in explaining behavior, but, understandably, coding is a broader transition between data collection and data analysis (Saldana, 2013, pp. 2-6).

The researcher used descriptive code type in this research. Descriptive code label data is collected into short words or phrases; the most common are nouns. Descriptive code provides a list of topics for classification and indexing, which facilitates research and ethnography using various forms of data (field notes, documents, interview guidelines, etc). These codes are usually more suited to social environments than social actions (Miles, Huberman, and Saldana, 2014, p.57). In this research, the researcher uses code for analyzing qualitative data from each participant, which will be analyzed aspects or categories of the simple present tense for writing routines. The code for each categories that will be analyzed in this research are Noun (N); Verb (V); Adjective (Aj); and Adverb (Av). Coding is the process used to obtain descriptions of settings and people, as well as categories or themes for analysis. There are two forms of coding, namely description, and theme. In this research, the researcher used a description form to generate research data coding. Descriptions are an analysis that serves to design detailed descriptions of case studies, ethnography, and narrative research projects. The description process in this research help to described students' understanding of the use nouns, verbs, adjectives, and adverbs in using the simple present

tense for writing routines. This process will analyzing the level of better understanding of the criteria in using N, V, Aj, and Ad in the routine sentences they make, using the simple present tense.

3. RESULTS AND DISCUSSION

In this research, the researcher collaborated with the English teacher at the school to provide a series of research-related materials. Then students worked on assignments related to the subject matter of using the simple present tense to write routines. The research was conducted in the ninth grade at SMP Negeri 06 Kayan Hilir. The research subjects consisted of students in IX-A and IX-B class, with totally 43 students. Based on the data obtained from research that has been done, there are 9 students did not collect or did the task given about writing routines. The students did not collected task because they did not present in the class. The total number of students who participated in the research was 35 students. The amount of data is the results of student writing collected is 35 students' writing products. The researcher used questionnaire to find out how students understand in using the simple present tense for writing routines. In the questionnaire there are options such as strong disagree, disagree, neutral, agree, and strong agree, all choices are based on student understanding. The number of students who filled out this questionnaire was 35 students. The result from the questionnaire, from the students described used percentage, a percentage carried out to determine student understanding. The students' understanding in using simple present tense in writing routines evaluated using the classification based on the students' understanding from questionnaire.

In this research, interviews were conducted with an English teacher and six students from grades IX-A and IX-B. Based on the results of teacher interviews, it is known that previously the ninth-grade students had never studied the simple present tense specifically. However, the English teacher just includes content regarding the simple present tense in other texts that do not expressly address it. The result is the student has less understanding in writing using the simple present tense. Students also had troubles because of the lack of English vocabulary and difficulties in translating Indonesian into English and vice versa. The difficulty affected the ability and understanding of students in using English, especially writing. However, students can use English dictionaries when they were school. Students also can use offline dictionary when they were home because most of them already have phone but students cannot bring their phone to the school. Even though the students can use the offline dictionary and English dictionary but the students still difficult in translate the English sentence. However, after the English teacher given the material about writing routines using English, students begin to understand about the simple present tense. From the interviewed the English teacher said that

students like to do writing routines because they can express and give ideas based on their daily. Based on the students' writing product, has been seen that they have started to understand and can use N, V, Aj, and Av in their routine writing. From the students' writing product, there is still writing that is not following a good and correct grammatical structure, such as the function of verbs in the simple present tense which is not appropriate. In the interview the English teacher said that after the teacher given the material about writing routines using simple present tense, there good impact and progress on students' understanding about the English lesson, especially about simple present tense and better in writing English.

The interview was conducted with six students from IX-A and IX-B classes. The whole series of interviews was found about what difficulties the students were experience in using the simple present tense. Based on the students' answer, they still have problems in translate the English word or vocabulary. The difficulty in translated is obstacles faced by students' understanding and using N, V, Aj, and Av, they also confused about which the word from four aspects. The student still difficult in translate the sentence from English into Indonesian and vice versa. They also have difficulty in understanding English words or sentences. All of the students' understanding about simple present tense is something or event that occurs in the past, present, and future or happen all the time. Students begin to understand N, V, and Av because they are all around them, or still in their daily, but they are also difficult to understand about Aj.

Students in the interview also start to know about writing activity. They said that through writing they can express about their mind. Through writing, they also learn to try to make conversation, notes, also diary in English. There is a student still struggling and difficult to learn also understood about English but she recognized the good impact of learning English. Even though some students said it is easy to do, because through writing routines. Overall from the results of the interviews, students' understanding of using English in learning, especially in writing, has made progress although there are still some obstacles and obstacles, students feel a very good impact, and slowly begin to be interested in learning English, including in using one of the tenses in their writing is like writing routines that allow them to convey their ideas and creativity.

Based on the research that has been carried out, the researcher analyzed the students' writing products in using simple present tense for writing routines. Specifically, the students' writing products analyzed is how to use the four aspects in the simple present tense, namely N, V, Aj, and Av. The researcher analyzed the total number, the number of correct, and the number of incorrect from used of the four aspects. The focus on students' writing products analysis is seen from the writing of the word, the form of the verb, and the suitability of the context of the word used. However, for the sentence structure of students' routine writing, it is not a main factor or aspect to be analyzed (Fig. 1).

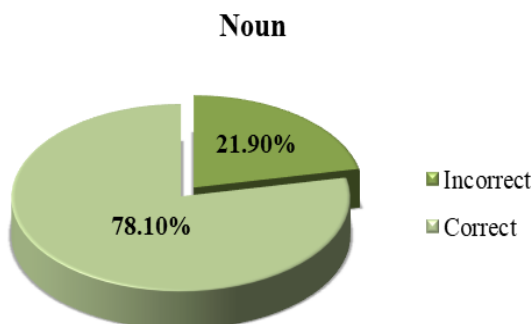


Figure 1. The Result of Analysis Noun

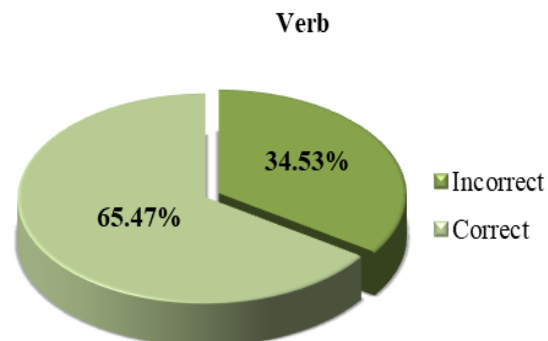


Figure 2. The Result of Analysis Verb

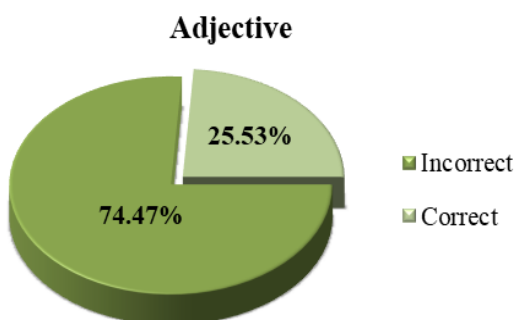


Figure 3. The Result of Analysis Adjective

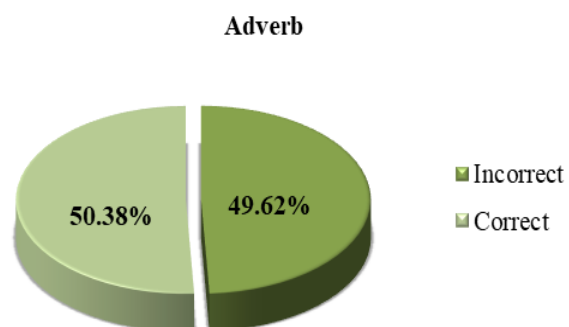


Figure 4. The Result of Analysis Adverb

Based on the research that has been carried out, as many as 35 students did the task of writing routines in using simple present tense. From the analysis of students' writing products, it was found that the total number of nouns used by students in their routine writing was 694 nouns. To find out the results of the analysis and find conclusions, the results of the analysis of correct and incorrect nouns are presented used percent. From the results of the percentage above, it was found that 78.10% of nouns used by students correctly and the use of nouns incorrectly by students is 21.90%.

From the analysis of students' writing products, it was found that, the total of adjectives used by students in their routine writing was 528 verbs. To find out the results of the analysis and find conclusions, the results of the analysis of correct and incorrect verbs are presented used percent. From the results of the percentage above, it was found that 65.47% of verbs used by students correctly and the use of verbs incorrectly by students is 34.53% (Fig. 2).

From the analysis of students' writing products, it was found that the total of the adjectives used by students in their routine writing were 46 adjectives. To find out the results of the analysis and find conclusions, the result of the analysis of correct and incorrect adjectives are presented used percent. From the results of the percentage above, it was found that 25.53% of adjectives used by students correctly and the use of adjectives incorrectly by students is 74.47% (Fig. 3). The students' understanding is low in using the adjectives it caused because they confused how to apply in their writing product, but there is the progress because for the first time they learning about adjective and the students try to use in writing routines.

From the analysis of students' writing products, it was found that the total number of adverbs used by students in their routine writing was 131 adverbs. The results of the analysis and find conclusions, the results of the analysis of correct and incorrect adverbs are presented used percent. From the results of the percentage above, it was found that 50.38% of adverbs used by students correctly and the use of adverbs incorrectly by students is 49.62% (Fig. 4). Based on the percentage above, students' understanding using Av in writing routines is more than 50.38%. Students' understanding using adverb still low because they are not really understand the meaning, function, and they also did not understand how to apply in their writing routines.

In the early stages of writing, the researcher does not need to pay too much attention to the perfection of the writing or text, but the researcher is free to develop his writing creativity. Furthermore, after the writing activity is completed, the researcher can begin to improve his writing, starting from the words, sentence structure and application of each sentence, especially when writing in English. When writing in English, the researcher's attention will turn to grammar and tense. But what is more important is to give freedom to express ideas, opinions and feelings as comfortable as possible through writing. In a research that was

conducted at SMP Negeri 06 Kayan Hilir, the student used the simple present tense in writing routines that they did according to their own routines. There are four aspects analyzed in the students' writing routines, namely nouns, verbs, adjectives and adverbs. Based on the results of the analysis of writing products, on average students can used nouns 78.10% correctly and 21.90% incorrect nouns. Based on the results of the analysis of the noun, the percentage of students' understanding of using nouns correctly is very high. The results of the analysis of verbs are 65.47% correct nouns used by students, and 34.53% incorrect nouns used by students. The percentage results from the analysis of adjectives were 25.53% using correct adjectives and 74.47% using incorrect adjectives by students. Furthermore, the percentage results from the adverbs analysis showed that correct adverbs are 50.38%, and 49.62% incorrect adverbs used by students. The results of students' writing products are to analyze students' understanding in using simple present tense for writing routines at ninth grade SMP Negeri 06 Kayan Hilir. The researcher relates the findings of this research. Questionnaire covered students' understanding in using simple present tense for writing routines. Based on the categories of questionnaire filled by students, a percentage carried out to determine student understanding. The students' understanding in using simple present tense for writing routines will evaluate using the classification based on the students' understanding from questionnaire. The classification includes categories such as: excellent, good, enough, poor, and very poor, it also with the understanding score of the students. The percentage's result of questionnaire sheets about students' understanding.

It is known that the level of understanding of students included in the classification is good in terms of percentage, as many as 74% of students understand writing routines using the simple present tense. Furthermore, those who fall into the very good category are 8%. In addition, the understanding of students belonging to the classification is sufficient, which is 17%. So from the overall percentage result, it is that students' understanding is classified as good understanding in using the simple present tense to write routines. These results can be proven from the questionnaire that has been filled in by the students. In this research, interviews were conducted with an English teacher and six students from grades IX-A and IX-B. According to the results of teacher interviews, it is known that previously the ninth-grade students had never studied the simple present tense specifically. However, the English teacher just includes content regarding the simple present tense in other texts that do not expressly address it. As a result, the student has less understanding in writing using the simple present tense. Students also had troubles because of the lack of English vocabulary and difficulties in translating Indonesian into English and vice versa. So that is affects the ability and understanding of students in using English, especially writing. However, students use English dictionaries and most of them already

have phone so they can use the offline dictionary on their phone, although there are still many word translation errors. However, after being given research-related material, namely writing routines using English, students begin to understand what is meant by the simple present tense. Students also like to do writing activities because they can express and give ideas from their routines. Based on the students' writing routines product, has been seen that they have started to understand and can use N, V, Aj, and Av in their routine writing. Even though in the students' writing product, there is still writing that is not following a good and correct grammatical structure, such as the function of verbs in the simple present tense which is not appropriate. So the research that has been done at the school has a good impact on students' understanding of the simple present tense, writing, and routines.

The third interview was conducted with six students from IX-A and IX-B classes. The whole series of interviews was to find out what difficulties the students were still experiencing in using the simple present tense. On average, from the answers given by students, they still have problems using translating language or vocabulary. The difficulty in translating is an obstacle faced by students in understanding and using N, V, Aj, and Av, in their routine writing because they are still having difficulty and confused with the meaning and group of words. Based on the interview that has been done, there is a student who has not been able to understand the use of the simple present tense in writing routines. However, from all the answers that the students gave, almost all of them had a better understanding of the use of the simple present tense, writing, and what is routine. However, the students who took part in this interview said that they had progressed in their understanding of using the simple present tense especially for writing routines.

4. CONCLUSION

After getting the results of the research, the next step is to provide conclusion from the research that has been carried out. Conclusions are very important, because it can describe or explain the end of the research. The students' understanding of using the simple present tense for writing routines at ninth grade of SMP Negeri 06 Kayan Hilir specifically use four aspects in the simple present tense such as Noun, Verb, Adjective, and Adverb. Based on students' writing product, the result of used correct nouns are more than 50%. The results of used correct verbs are more than 50%. The used of correct adjectives are less than 50% and the use of correct adverbs are more than 50%. The students' understanding of SMP Negeri 06 Kayan Hilir is included in the good category based on a questionnaire of the percentage from students' choices. Students in SMP Negeri 06 Kayan Hilir have difficulty using the simple present for writing routines. Their difficult to understand the simple present tense in writing routines, because it is constrained and the students' lack of translated the vocabulary. The students also still lack in writing with correct

grammar. Students have progressed to understand about N, V, Av but still lack of understands to use Aj.

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