

**THESIS**

**TEACHER'S STRATEGIES IN ADDRESSING SIMPLE PRESENT  
ERRORS AMONG JUNIOR HIGH SCHOOL EFL STUDENTS**



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# THESIS

## Teacher`s Strategies in Addressing Simple Present Errors among Junior High School EFL Students



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## APPROVAL SHEET

This document certifies that the thesis titled "Teacher`s Strategies in Addressing Simple Present Errors among Junior High School EFL Students" authored by Nur Laili Thooyibah, has received approval from the thesis supervisors for presentation in an oral examination before the appointed examiners at the Faculty of Business, Languages, and Education, University of Pesantren Tinggi Darul Ulum Jombang.

Jombang, July 5, 2025



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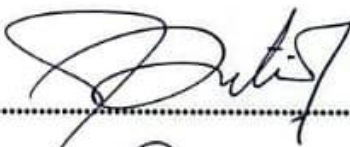
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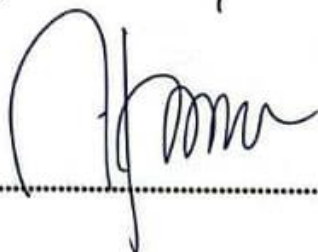
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With dedicated effort, I have authored the thesis title “Teacher’s Strategies in Addressing Simple Present Errors Among Junior High School EFL Students.” It is an original work, free from plagiarism and unnecessary replication. Any reference to the work of others is appropriately acknowledged through citations, quotes, and references included in the thesis.

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Jombang, July 5, 2025



Nur Laili Thoyyibah



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## MOTTO

“Life can be heavy, especially if you try to carry it all at once. Part of growing up and moving into new chapters of your life is about catch and release. What I mean by that is, knowing what things to keep and what things to release. You can’t carry all things, all grudges, all updates on your ex, all enviable promotions your school bully got at the hedge fund his uncle started. Decide what is yours to hold and let the rest go.”

Taylor Swift

“The only way to do great work is to love what you do”

Steve Jobs



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## ABSTRACT

Thoyyibah, Nur Laili. 2025. *Teacher's Strategies in Addressing Simple Present Errors Among Junior High School EFL Students.* Skripsi, Program Studi Pendidikan Bahasa Inggris, FBBP, Unipdu. Pembimbing: (I) Adi Yusuf, S.S., M.Pd (II) H. Achmad Farid, S.S., M.A., Ph.D.

Grammar mastery is fundamental in learning English as a foreign language, especially in constructing accurate and meaningful sentences. However, many junior high school students still have difficulties using the simple present tense correctly, resulting in various grammatical errors that hinder their language development. It is not only necessary to identify students' common errors but also to understand how the teacher can respond to them effectively through teaching strategies. This study aims to identify the types of errors made by students when using the simple present tense and to investigate the strategies employed by the English teacher in addressing these errors. This study used a descriptive qualitative approach with a case study design. Data were collected through student-written tests and interviews with the English teacher. Participants consisted of 13 seventh-grade students and one English teacher at MTS Plus Darul Falah, who were selected through purposive sampling. This study adopted the error analysis suggested by Ellis, and a categorical presentation of errors was also carried out. Common errors identified included grammatical errors, information errors, misordering errors, additions, and omissions. In addressing the error, several strategies applied by the teacher, including the use of visual media (e.g., color-coded subjects and verbs), contextual practice, sentence restructuring, and reflective correction activities, were expressed by the teacher to address these errors. The findings suggest that students' errors can be reduced through targeted and contextual teaching strategies. This study is expected to contribute to the development of effective grammar teaching strategies for junior high school level that can serve as references for designing more contextual and error-focused teaching materials.

Keywords: error analysis, simple present, teacher's strategies, EFL learners.

### Abstrak

Penguasaan tata bahasa merupakan hal mendasar dalam mempelajari bahasa Inggris sebagai bahasa asing, terutama dalam menyusun kalimat yang akurat dan bermakna. Namun, banyak siswa SMP masih mengalami kesulitan menggunakan simple present tense dengan benar, sehingga mengakibatkan berbagai kesalahan tata bahasa yang menghambat perkembangan bahasa mereka. Untuk mengatasi masalah ini, penting untuk tidak hanya mengidentifikasi





kesalahan umum siswa tetapi juga memahami bagaimana guru dapat menanggapi secara efektif melalui strategi pengajaran. Penelitian ini bertujuan untuk mengidentifikasi jenis-jenis kesalahan yang dilakukan siswa dalam menggunakan simple present tense dan untuk mengetahui strategi yang digunakan oleh guru bahasa Inggris untuk mengatasi kesalahan-kesalahan tersebut. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan desain studi kasus. Data dikumpulkan melalui tes tertulis siswa dan wawancara dengan guru bahasa Inggris. Partisipan terdiri dari 13 siswa kelas tujuh dan satu guru bahasa Inggris di MTS Plus Darul Falah, yang dipilih melalui purposive sampling. Penelitian ini mengadopsi analisis kesalahan yang disarankan oleh Ellis, dan penyajian kesalahan secara kategoris juga dilakukan. Kesalahan umum yang teridentifikasi adalah tata bahasa, kesalahan informasi, kesalahan urutan, penambahan, dan penghilangan. Untuk mengatasi kesalahan tersebut, guru menerapkan beberapa strategi, termasuk penggunaan media visual (misalnya, subjek dan kata kerja berkode warna), latihan kontekstual, restrukturisasi kalimat, dan kegiatan koreksi reflektif. Temuan penelitian menunjukkan bahwa kesalahan siswa dapat dikurangi melalui strategi pengajaran yang terarah dan kontekstual. Penelitian ini diharapkan dapat berkontribusi pada pengembangan strategi pengajaran tata bahasa yang efektif untuk tingkat SMP yang dapat menjadi referensi untuk merancang bahan ajar yang lebih kontekstual dan berfokus pada kesalahan.

Kata kunci: analisis kesalahan, simple present, strategi guru, pembelajar EFL.