



# CHAPTER I INTRODUCTION

## 1.1 Background of the Study

Learning grammar skills is one of the many skills needed to master a foreign language, especially English. Grammar is one of the elements in English that must be understood to improve your ability to learn to compose simple sentences in English. Students are required to understand the concept of grammar in order to become proficient in English (Khusumawardani, 2021, p. 100). The significance of constructing sentences with good grammar will determine a person's understanding in provide concrete skills, this can improve grammar skills (Herlina and Ramasari 2018). No language exists without structure or grammar. One of the fundamental elements of language that students must learn is grammatical structure, particularly in the simple present tense grammatical structure. It is expected of students to write in English with proper grammar.

Teaching English as a foreign language (EFL) at the Junior High School level faces many problems, especially in teaching grammar. One of the basic structures most often used in daily communication is the Simple Present Tense, which is very important for students to master at the initial stage of learning English. However, many students face difficulties in the correct use of verbs, verb and subject adjustments, and constructing simple sentences (Azar, 2002). In addition to interfering with students' understanding, these errors impact their writing. Making errors is a natural part of learning English. The errors that occur among many students are when writing in English, this error makes it difficult for students to write well and correctly (Kadiasih, 2021, p,1).

Therefore, knowing and understanding the writing errors in students' sentences can affect the teacher's strategy that will be used when learning, especially in overcoming these errors. According to Lestari (2020), error analysis is very useful for teachers, especially to find out what errors are most often made by students, to improve learning systems and methods. Errors cannot be corrected by students themselves before they receive relevant input and turn it into meaningful understanding. According to James (1998), in Syaprizal & Ramadona (2018) "errors require further relevant learning to take place before they can be self-corrected," which means that errors cannot be corrected by learners themselves until they receive relevant input and process it into understanding (p, 208).

By considering various learning styles among students, this research contributes to understanding more teaching strategies that can be applied according to errors made by

students. Additionally, this research can explore strategies for junior high school-level teachers in addressing writing errors in the simple present. This study also aims to provide a further understanding of the important role of teachers in addressing errors. By understanding successful approaches, teachers can improve the effectiveness of their teaching. Then, it helps students avoid repeating errors and increase their understanding of the factors influencing

errors. This study is very important in providing practical guidance for teachers in addressing problems that are often faced in teaching English grammar, especially in reducing errors related to the use of the simple present, and can provide strategies for teaching other teachers.

This research was conducted at MTS Plus Darul Falah Gambiran. The school was selected as the research location based on contextual considerations and the topic's relevance to real-life learning challenges at the school. Initial observations on April 30, 2025, revealed that seventh-grade students at this school were still experiencing difficulties writing simple present-tense sentences, even though the material had been taught in the previous semester. Based on these challenges, this study aimed not only to identify the types of errors students made in writing simple present tense sentences but also to explore the strategies the English teacher used to address these errors. This study positions student errors not simply as failures but as diagnostic data essential for designing effective learning strategies. By describing errors and directly linking them to teacher strategies, this study contributes to the development of more focused, responsive, and student-centered grammar learning in the classroom. Therefore, this study was conducted to determine the types of errors and teacher strategies in overcoming these problems.

## 1.2 Research Questions

Based on the background above, this research aims to answer the following questions:

- a. What errors are made by EFL students in constructing simple present sentences?
- b. What strategies does the English teacher employ in addressing the errors made by the Students?

## 1.3 Research Objectives

Based on the research questions, the purposes of this study are to:

- a. To identify errors made by EFL students in constructing simple present sentences
- b. To explain the strategies employed by the English teacher in addressing the errors made by the students



## 1.4 Significance

### 1.4.1 Theoretical

This study contributes to the development of studies on English language learning, especially on errors made by students in the use of the simple present tense. This study broadens the understanding of common forms of errors and how these errors can be used as a reference to improve the learning process. By identifying various types of errors and analyzing them, this study can be a reference for other researchers in studying simple present writing errors that occur in students and strategies for improving them in the future.

### 1.4.2 Practically

#### a. For the teacher

This study can help the teacher understand the most common errors made by students, so that the teacher can determine the right strategy in addressing them. The teacher can develop teaching strategies that are more effective and easier for students to understand. The results of this study can also be an inspiration for the teacher to be more reflective and creative in designing grammar learning.

#### b. For the school

The results of this study can be used as a consideration for schools in designing programs to improve the quality of English learning. Schools can support the teacher by providing additional relevant learning media. In addition, schools can also use these findings to evaluate the learning approach that will be applied.

#### c. For the students

This research provides direct benefits to students because it can increase their awareness of common errors when making simple present sentences. Students become more sensitive to using the correct sentence structure, and are helped by learning strategies that are tailored to the difficulties they experience. This can motivate them to be more careful, confident, and skilled in using English in writing.

## 1.5 Scope and Limitations

This study focuses on the analysis of errors made by EFL students in forming simple present-tense verbal sentences, both in the form of positive, negative, and interrogative sentences. The analysis is limited to grammatical aspects such as subject-verb agreement, verb form, and auxiliary usage, as well as error types based on the surface strategy taxonomy, namely misformation, omission, addition, and misordering. This study also



explores the strategies used by the English teacher in overcoming these errors in the classroom environment. The study was conducted at MTS Plus Darul Falah Gambiran with participants of several 7th-grade students and one English teacher. However, this study has several limitations. The limitations of this study lie in its scope, which only covers students' writing performance and does not discuss oral aspects or other grammatical topics outside the simple present tense. The teacher strategies discussed in this study are based on the perceptions and experiences conveyed by the teacher in interviews, so they cannot reflect the overall practice in the field.

### 1.6 Definition of Key Terms

- a. The simple present is a form of time used to describe events that occur regularly, general facts, habits, or constant conditions. It is usually used in sentences with a base verb (for plural subjects, such as I, you, we, and their) or a base verb + "s" or "es" (for singular subjects, such as he, she, it) (Azar, 2002).
- b. Error analysis is one of the important approaches in second language acquisition that is used to understand language errors made by learners. Error analysis is not just about identifying errors, but also aims to reveal learning strategies and understandings that underlie the errors. Error Analysis is not only tasked with identifying the incorrect structural parts of grammatical points, but must also explain how the error appears in its form surface realization (Ellis 1994).
- c. EFL (English as a Foreign Language) learners are individuals who learn English in an environment where English is not used as a means of everyday communication. In this context, English learning usually occurs in schools as a formal subject, and is not actively used outside the classroom. EFL learners have limited exposure to natural English, so their learning process relies heavily on structured instruction and a supportive learning environment (Richards & Schmidt, 2011).
- d. Teaching strategies are basically the result of a teacher's conscious design to create effective interactions between themselves, students, and teaching materials. The choice of this strategy is individual, depending on the teacher's interpretation of the needs of the students, and is based on experience, empirical evidence, and a deep understanding of learning methods and materials. An effective teacher not only adapts their teaching style to the material but also tailors their approach to meet the individual needs and interests of students. In this model, students are the center of learning, while the teacher acts as a regulator and designer of learning (prescriber-regulator) of the most appropriate teaching strategies (Singh, 2009).

