

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the results of the analysis and discussion of grammatical errors in the use of the simple present tense by university students in writing report texts, it can be concluded that there were still many university students who had difficulty applying grammar rules consistently and correctly. Through the analysis, four main types of errors were found: misformation, omission, addition, and misordering. Specifically, the most dominant type of error was misformation, with 59,3% of total errors. This indicated that difficulties in understanding verb forms and subject-verb agreement occurred not only among school students but also among university students.

Thus, the results of this research emphasize the importance of strengthening grammar learning for university students, especially in basic aspects such as subject-verb agreement, the use of to be, and sentence structure in the simple present tense. The use of the error analysis approach was not only useful for researchers and lecturers but also beneficial for students to increase awareness of their own writing abilities. This awareness is expected to be the foundation for improving their language competence.

5.2 Suggestion

This study has several limitations that must be acknowledged so that the results can be interpreted proportionally and serve as a reference for further research. First, although this study involved participants from two universities,

Abulyatama University and Muhammadiyah University of Aceh, totaling 30 university students, this sample size is still relatively limited to reflect the overall condition of university students. Therefore, the findings regarding the types and frequency of grammatical errors in the use of the simple present tense in report text writing cannot be generalized to the entire population of English university students in Aceh, or even in Indonesia.

Another limitation is that this study used only one data collection technique, namely a writing test (report text writing), without any triangulation techniques such as interviews or observations of the writing process. Triangulation through interviews could help uncover more deeply the reasons why participants made certain errors, and observations could reveal their strategies or habits in writing. This lack of triangulation limits the analysis to the final written product, preventing a more comprehensive explanation of the causes of grammatical errors. Furthermore, this study focused only on one text type, the report text, and therefore cannot adequately describe university students' grammatical competence across more complex text genres. Therefore, further research is recommended to involve a larger number of participants from various universities, as well as apply data triangulation with interviews and observations, so that a more complete picture of grammatical errors and their causal factors can be obtained.

Based on the research results that have been presented, the researcher provides several suggestions that are expected to provide benefits for various parties, especially in the context of teaching grammar and developing writing skills in English university students:

1. For University Students

It is recommended that students be more active in learning and practicing the use of grammar consistently, especially in the use of the simple present tense, which is one of the basic tenses in English. Students also need to get used to revising and evaluating their own writing independently, by utilizing the results of error analysis as reflection material for improvement.

2. For Lecturers and Instructors of Grammar and Writing Courses

Lecturers are advised to emphasize explicit and contextual grammar learning, especially in the use of the simple present tense, subject-verb agreement, and correct verb forms. To support the improvement of students' grammatical awareness, lecturers can integrate error-based peer feedback techniques into the learning process. In this way, students not only learn to write but also actively engage in identifying and reflecting on errors that appear in their own writing and that of their classmates. This strategy is in line with the error analysis approach, which emphasizes the importance of recognizing and understanding errors as part of an effective language learning process.

3. For the Other Researchers

This research can be an initial reference for other researchers who are interested in studying grammatical errors in the writings of university students. Further researchers are advised to explore other text types besides report texts, such as narrative, expository, or argumentative texts, to see whether the same error patterns also appear in different writing contexts. In addition, further research can also deepen the analysis by considering factors such as semester level, motivation

to learn grammar, or the influence of the mother tongue on sentence structure in English. A data triangulation approach, such as through interviews or observations of the writing process, can also add depth to the analysis. By expanding the scope, research on university students will further enrich the understanding of the need for more effective and contextual grammar learning in university students majoring in English education programs.