

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

From the results of the study, misinformation was the most common type of error with a percentage of 51,05%. This error included the improper use of verb tenses (for example, the use of present tense in a text that should have used past tense). Other errors included omission (19,48%), addition (16,86%), and misordering (12,50%), but the number was relatively small compared to misinformation.

Some Challenges Faced by Students:

- Difficulty remembering irregular verbs, such as distinguishing between present, past, and past participle forms.
- Confusion in combining multiple tenses in one narrative text, for example between simple past tense and past perfect tense.
- Lack of mastery of complex sentence structures, especially in long sentences or when trying to construct a story with a complicated time sequence.
- These errors result in the lack of effectiveness of the narrative texts written by the students and show the need for more attention in teaching grammar, especially the use of simple past tense.

5.2 Recommendation

Based on the research results and findings, there were some suggestions for the future good related to this research which could be explained as follows:

For lecturers, strengthening the teaching of grammar which was focus on the simple past tense, especially on:

- The use of irregular verbs.
- Negative and interrogative sentence structure.
- Implementing consistent exercises using narrative texts to help students understand grammatical patterns, using media such as video or audio-based storytelling, where students could practice recognizing and

applying the simple past tense, and conducted in-depth evaluation by providing specific and constructive feedback on student errors.

For students, utilizing English learning apps such as Grammarly, Duolingo, or Quillbot to assist in checking for grammatical errors.

For future researchers, examine other factors such as learning motivation, reading skills, and the relationship between lecturer teaching and student learning outcomes.