

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

This study uses the theory of error analysis to obtain the data and to analyze the students' error in the use of simple past tense in a recount text. This study is categorized as a qualitative descriptive study because in this study the writer tries to identify, analyze and describe the results and discuss them.

The results of the study show that the total errors made by the students were 458 errors. The most frequent error that the student made is the misformation errors. There were 249 misformation errors with the percentage of 54.37% which consists of 247 (99, 20%) errors of misformation due to alternating-forms, and 2(0, 80%) errors due to archi-forms. The second is omission errors. There were 162 errors of omission with a percentage of 35.37% which consist of 99 (61, 11%) omission errors of *-d or -ed*, 28 (17,28%) omission errors of verbs, and there are 35 (21,60%) omission errors of *be*. The least frequent is addition errors. There were 47 errors of addition with the percentage of 10.26% which consists of 4 (8,51%) in the sub-type of regularization, 19 (40,43%) in the sub-type of present-be, 5 (10,69%) in the subtype of past-be, 19(40,43%) addition errors are in the sub-type of double marking.

From the result of the study, it can be seen that the students have some difficulties and lack knowledge of using the correct form of Simple Past Tense rules, especially the regular and irregular forms of the verbs. The errors can be caused by the interference of Bahasa Indonesia (L1), Ignorance of rules restriction, overgeneralization, incomplete application of rules or false concepts hypothesized.

In general, the interference of mother language or mother tongue, the Indonesian language, has a strong influence for the students in the process of learning and mastering the target language that they have learned. Based on the result of the data, the writer found some students` difficulties in studying the target language. Therefore, the writer summaries as follows:

1. The biggest problem for the students in studying simple past tense is inability to use correct grammar. In Bahasa indonesia there is no tense whereas in English there are tenses. In this case, it becomes a problem because the students used infinitive forms for all past tense verb forms.
2. Students have difficulty in distinguishing between regular and irregular verbs. The applied the rule to change the regular verbs from simple to form past verbs by adding -d or -ed to all verbs. However there are some exceptions to be memorized in the case of irregular verbs, for example:

‘go’ in the simple form is changed into ‘went’ in the simple past. In this case, it seems that the students have difficulty in memorizing all of those exceptions, so the students probably added ‘-d’ or ‘ed’ to all verbs, both regular and irregular verbs.

3. Many students committed errors in the use of past ‘be’. The errors that appeared were probably caused by the students’ lack of understanding about the use of past ‘be’ in the Simple Past Tense. The students might think that past ‘be’ (was / were) had to appear with other past verb forms in the Simple Past Tense.

5.2 Suggestions

5.2.1 Suggestion for Teachers

1. The major objective of the language teaching should be for the teachers to teach students the basic pattern of grammar for the students. The teacher should give them the clear and deep explanation about the tense and the rules of the tense, especially on the use of the simple past tense referring to regular and irregular verbs and the rules of changing the base of the verbs.

2. The teacher should also give the students a formative test in order to know whether the students have comprehended the materials taught or not and to force the students to memorize the rules of simple past tense sentences and the past verbs forms - i.e. regular and irregular past verbs.
3. The great success of the target language teaching is getting students to deal with their habits or to minimize them in committing errors as the influence of their mother tongue. It should be better to give them more exercises in using the simple past tense both in spoken and written language.
4. The teachers need to think about feedback and the content feedback to respect the students' errors, so the teachers could know how students really enjoyed and understood the teaching process.

5.2.2 Suggestions for further research

1. This research can be better if the researcher uses some effective strategies to teach the simple past tense to students both in spoken and written language. Such strategies might be using video or fun game in teaching simple past tense.

2. The research should make the list of irregular and regular verbs creatively so that the students can memorize them easily.

Hopefully, these suggestions can be applied by the English teachers in teaching simple past tense and students. However, the writer realizes that her suggestions are still imperfect. Since this study is a case study, the writer does not intend to generalize her findings to the students of all Junior High School in Indonesia.

BIBLIOGRAPHY

- Anderson, Mark and Kathy Anderson. *Text Types in English 1*. Malaysia: Macmillan, 1997.
- Azar, Betty Schramper. *Understanding and Using English Grammar*. New Jersey: Prentice Hall, Inc., 1989.
- Bayinah, Siti. 2013. *The Grammatical Error Analysis on the Simple Past Tense in Writing Recount Text*. Jakarta: State Islamic University Syarif Hidayatullah.
- Bogdan, R & Beiklen, S. K. 1992. *Qualitative Research for Education: An Introduction to Theory and Method* (2nd ed). Massachusetts: Allyn and Bacon.
- Brown, H. Douglas. *Principles of Language Learning and Teaching*, New Jersey: Prentice-Hall, Inc., Englewood Cliffs, 1980.
- Corder, S. P. *Error Analysis and Interlanguage*, New York: Oxford University Press, 1982.
- Danesi, Marcel. 2006. *Basic American Grammar and Usage*. New York: Barron's Educational Series, Inc.
- Dulay, Heidi., et al., *Language Two*, New York: Oxford University Press, 1982.
- Emmaryana, F. (2010). An Analysis on the Grammatical Errors in the Students's Writing. *Journal of Syarif Hidayatullah' State Islamic University*. Retrieved from: <http://www.repository.uinjkt.ac.id/bitstream/>.

- Gerot, Linda and Peter Wignell. 1994. *Making Sense of Functional Grammar*. Sydney: Stabler
- Harmer, J. (2004). *The Practice of English Language Teaching*. Essex: Pearson Education.
- Hermanto, Stefani. 2015. *Errors in the Use of the Simple Past Tense in a Recount Text Made by the Eighth Grade Students of a Junior High School in Surabaya*. Undergraduate thesis, Widya Mandala Chatolic University.
- Kirn, Elaine., *et al.*, *Interactions 1 Grammar*, 4th Edition, New York: McGraw-Hill, 2002.
- Langan, John. *English Skills*, New York: McGraw-Hill, 2001.
- Murphy, Raymond. *Essential Grammar in use*, 3rd edition, New York: Cambridge University Press, 1998.
- Richards, J. C. (Ed.). (1974). *ERROR ANALYSIS: Perspectives on Second Language Acquisition*. London: Longman Group Limited.
- Thomson, A.J and A.V.Martinet. (1990). *A practical english grammar*. Oxford: Oxford University Press.
- Wardiman, et. al. 2008. *English in Focus for Grade VII Junior High School*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.