

CHAPTER V

CONCLUSION AND SUGGESTIONS

This part is the final of this study which has two sub-parts. The two sub-parts are conclusion and suggestions which explain further about the study. The author discusses about the summary of his research and the analysis of his research problems in the conclusion sub-part. In the suggestions, there are some suggestions for the students and the schools' teachers.

5.1 Conclusion

In this part, the author would summarize about his research and he would also explain about his analysis of his research problems. In addition, the author conducts his study which is entitled Errors on the Use of Simple Past Tense in Narrative Texts of English Department Students. In his study, he analyzes the students' texts as the source of data. He decides to analyze the students' Narrative Texts because he wants to concentrate in identifying the errors on the use of Simple Past Tense. Simple Past Tense is included in simple tense which is important in English language.

In this study, the research problems are the kinds of errors and the possible causes of errors which are found on the use of Simple Past Tense. In his study, he classifies the errors of Simple Past Tense in the two forms that are *to be* and *verb* forms. Therefore the author discovers the total errors of the students' Simple Past

Tense that are 386 errors. The total errors are classified in the two forms of Simple Past Tense that are *to be* form with 96 errors and *verb* form with 290.

In details of the research problems, the author describes his research problems that are about the kinds of errors and the possible causes of errors. The most frequently errors are divided in the two forms of Simple Past Tense. In the *to be* form, there is Errors of Misformation with 55 errors as the most frequently errors. In the *verb* form, there is Errors of Misformation with 247 errors. The author also identifies the most frequently possible causes. In the *to be* form, there is Intralingual Errors with 67 causes and there is False Concepts Hypothesized with 37 causes as the sub-categories of Intralingual Errors. In the *verb* form, there is Intralingual Errors with 246 causes and there is False Concepts Hypothesized with 199 causes.

Thus, the author could identify the most frequently kinds of errors and the most frequently possible causes of errors that influence the development in the students' English learning activity. According to the result of finding in the study, the author notices the comprehension on the use of Simple Past Tense is important as the simple tense in English language. The comprehension of Simple Past Tense must be understood further, so the teachers educate well their students and the students would recognize well about the Simple Past Tense.

5.2 Suggestions

This part which is the continuation of the conclusion part is the next part and the last part in chapter V. The author explains his conclusion about his study

in the previous part. In this part, he would add some suggestions for the development in the English learning activity. His suggestions could be useful for increasing the teachers' and students' comprehension in recognizing the tense of English language as Simple Past Tense.

5.2.1 The Suggestions for Teachers

In this study, the author identifies well the errors on the use of Simple Past Tense in the Narrative Texts. According to the result of the study, the author suggests the teachers to give clearly explanation about every English grammar such as, the definition, the function, the pattern, the form, and the concrete examples. In the concrete examples, the teachers are expected to provide creative and innovative examples which could direct students' comprehension well. Moreover, the student can also absorb the concept of Simple Past Tense well.

The other suggestion, the author suggests the teachers to use maximally the development of technology and media in education. In the modern era, the teachers should recognize to use optimally in their teaching activity. There are some technologies and media in education which are effective in the students' learning activity such as video, picture, sequences of pictures, and board games. All those games could be used efficiently by using cooperative learning in the teachers' teaching activity. Therefore the students can learn effectively about Simple Past Tense by using those media and technology.

5.2.2 The Suggestions for Students

In this part, the author suggests for students, so they could learn to comprehend about Simple Past Tense as the tense in English language. The students must be active in collecting the comprehension of Simple Past Tense moreover the students must use all teaching activities of the teachers. The students must also be creative in doing all their rehearsal of learning activity.

The students could rehearse their understanding about Simple Past Tense by using some games. The games should encourage the students creative in using Simple Past Tense such as asking and giving information, making sentence from a word, and guessing the some sequences of pictures. There are also some online websites which are recommended to be used in students' learning activity of Simple Past Tense such as, www.ego4u.com, www.myenglishpages.com, and www.eslgamesworld.com. All those games could be played in a group, so students could enjoy their learning activity effectively.

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