

CHAPTER 5

CONCLUSION

This chapter presents the summary consisting the points that have been discusses in the previous chapter and suggestions that may be useful for the English teachers and the readers.

5.1. Summary

The study was conducted to analyze the application of the English Past Tenses knowledge to Recount Text. The researcher took the students of English Education Study Program of Widya Mandala Catholic University Surabaya belonging to the academic year of 2014-2015 as the subjects of the study.

The study was a knowledge application which was aimed at finding how far the students have mastered the English Past Tenses to write a Recount Text. Therefore, the researcher took their score of Multiple Choice Test Items and their Recount Text composition that they made in the Mid-Term Test to measure how well the students have mastered and applied the English Past Tenses knowledge.

After conducting the research, the researcher found out that the ability of the students of mastering English Past Tenses was quite good. The charts given in the chapter 4 already explained that every student was able to make correct predicates, even though the number of the predicates was not fascinating. At least, the percentage of the wrong predicates of each student's predicates were below 40%, except Student 15 who made 91% wrong predicates in the composition.

However, despite of using all of the English Past Tenses in Recount Text, almost of the students only used Past Simple Tense in the Recount Text composition. However, there were still some students using other English Past Tenses like Past Continuous, Past Perfect and Past Perfect Continuous.

The students who have strong knowledge of the English Past Tenses were able to apply the grammar well in the Recount Text compositions. The strong knowledge of the English Past Tenses could be seen from the fascinating result of the Multiple Choice Test given. By getting more than 80% means that the students have already had the strong knowledge.

Overall, the capability of the students understanding the past tenses knowledge could be seen from the application where the students made no or few mistakes in making past tenses predicates. Based on the result of the percentage of mastery English Past Tenses, it can be concluded that the students have mastered the English Past Tenses quite well.

5.2. Suggestions

The result of this study indicates that the students of Writing I – C have shown the ability of applying English Past Tenses in Recount Text and the researcher would like to give some suggestions to the English Education Study Program, the English Education Study Program students and also the other researchers.

5.2.1. Suggestions to the English Education Study Program

Here, the suggestion is made to give some enlightenments to make the process of English learning become better in the future. For the English Education Study Program, the researcher would like to focus on the ability of mastering the English Past Tenses.

Some of the students of Writing I – C of English Education Study Program Widya Mandala Surabaya 2015 have mastered the English Past Tenses well and also applied successfully in the application of the English Past Tenses. However, there were also the students who haven't mastered the English Past Tenses very well and it makes them unable to apply the English Past Tenses very well in writing Recount Text.

By giving the students more repetition in doing the exercises of the English Past Tenses, it will help the students who haven't mastered the English Past Tenses to understand the concept much better. Repetition will help the students to recognize the concept and also stick in their memory longer. The idea to make repetition for the students isn't only about answering the questions given, but it could be from presentation. The students shall explain the Tenses they get to other friends. Explaining something clearly to other students means the student or the group understands the concept of the Tense itself. Lecturers shall also teach the students until in the step which is called application. The application of the grammatical rules in speaking and writing is a good way to help students understand grammar much broader.

5.2.2. Suggestions to the Students

Regarding the result of this study, it was shown that the students have mastered the English Past Tenses quite well. However, the most tense that was used in the application was Past Simple Tense and there are still some of the students who used Past Continuous Tense, Past Perfect Simple Tense, and Past Perfect Continuous Tense. Nevertheless, almost all of the students had more mistakes in the Past Perfect Simple Tense and Past Perfect Continuous Tense. Doing more exercises in these Perfect Tenses will help the students to remember the concept of those tenses.

In fact, as teachers to be, the capability of mastering tenses is very fundamental. Learning and doing exercises are not really enough to understand the material. Moreover, trying to explain to peers or other students about the material, it will be very useful for us to show that we understand the material. When the students are obliged to teach something to other students, the obliged students will learn deeply about the topic before they teach. If they are able to teach the concept well, we can conclude that the obliged students have mastered the material well. In sum, the researcher hopes that this study can be the signal to the students to learn more.

5.2.3. Suggestions to the Other Researchers

The study of knowledge application was conducted on the curiosity of the researcher about how the students could apply their knowledge which has been stored in their long-term memory. The study which focuses on finding the relationship of long-term memory and knowledge is seldom to be done.

For the other researchers, the researcher suggests that they could use the information in this research as the input in conducting other researches. The next study may put attention to others like the mastery of passive voice, if clauses, present tenses, perfect tenses, etc and the application of the knowledge itself. It could be speaking or writing.

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