

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

The result of the study shows that the total errors made by the students were 919 errors. The errors types found were first misformation errors (592 errors / 64,45%), second omission errors (273 errors / 29,71%) and third addition errors (54 errors / 5,88%). The errors might be caused by the interference of Bahasa Indonesia (L1), Ignorance of rules restriction, overgeneralization, incomplete application of rules or false concepts hypothesized.

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.

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 can summaries as follows :

1. The biggest problem for the students in studying Simple Past Tense is the inability to use correct past verb forms. In Bahasa Indonesia, there is no tense whereas in English there are tenses. The students used infinitive forms for all past tense verb forms.
2. Students have difficulty in distinguishing between regular and irregular verbs. They applied the rule to change the regular verbs from simple to form past verbs by adding -d or -ed to all verbs. In most cases, the students had

difficulty in memorizing irregular forms. That is why, 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 Suggestions for Teachers

1. The major objective of the language teaching should be for the teachers to teach students the basic pattern of the 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 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.
3. The teachers need to think about the 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 Students

Concerning that the students still committed errors on the use of Simple Past Tense, the writer would like to suggest several ways to help and support them in the process of mastering the Simple Past Tense.

1. The students should realize that the syntactic structure of English is not the same as the syntactic structure of Indonesian so the students should give more attention to the English.
2. The students should realize that in the use of Simple Past Tense basically they use both regular and irregular verbs and it can be very difficult for some students to use; therefore, the students should pay more attention to some exceptions to be memorized in applying the rule of irregular verbs in a meaningful use.
3. It is important that the students more actively do various exercises given by the teacher.

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