

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion and suggestions of the research. The conclusion is formulated from the research questions, while the suggestions present the recommendation for related parties and further research on the related topic.

5.1 Conclusions

The research focuses on students error in the using of simple past tense in biographical recount text. The research aims to find out what is the most frequent errors that is made by tenth-grade senior high school student and what is the possible sources of the errors. The researcher used Dulay classification of surface taxonomy error, they are an omission, addition, misformation and misordering.

Based on the analysis, it was found that the most dominant error is misformation error which is 28 errors (63.64%), The second place is an omission which is 10 errors (22.73%), the third place is omission with six errors (13.64%), and the last place is misordering with no error or 0%. The kind of misformation that the most frequent error occurred is archi form which is 21 (75%) meanwhile alternating is only eight error which is 7 errors (25%). Most of the students used other tenses to describe simple past tense such as past continuous and present tense. Some of them also still used a present tense form instead of past tense form. The error did not only occur in verb but also auxiliary. They wrote present auxiliary form instead of past auxiliary form and there are some of them that wrote the wrong irregular words. This indicates that basically the students already know the basic of English grammar but they still confused which the tenses that have to use in describing a past activity. From the analysis, it was also found that the possible sources are an intralingual error which 46 error (94%). Interlingual error takes the second place which is three errors (6%). As stated before that intralingual error showed the negative transfer within the target language itself. It is in line with the most dominant error: misformation of archi form. The researcher also confirmed the errors to the students and they said that they did not know the formula of simple past tense but they know what simple past tense is or what tenses that have to use to describe past activity. It indicates that the mother tongue did not really influence the students at this level. After the error correction was given, there were only a few students who still made the error. It means that the quality of students in writing improved

5.2 Suggestions

After the research had been finished, several suggestions are offered to teachers and those who are interested in conducting further research in the similar area.

This study recommended that the teacher give a clearer explanation about the tenses that will be taught because the students at this level are still confused about the correct tenses that have to use. The teacher can give more information what the difference between past tense and the other tenses.

For the student, they have to know and understand the difference between simple past tense and the other tenses and they have to ask if they still do not understand the explanation and still keep practice.

For a researcher in the similar area of study, it would be more interesting if they do the research in vocational high school to see whether the most dominant error and the source of error of vocational school and senior high school are same, to know are they in the same level

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AN ERROR ANALYSIS OF SIMPLE PAST TENSE IN RECOUNT TEXT WRITTEN BY TENTH GRADE STUDENTS IN A SENIOR HIGH SCHOOL IN CIMAHI

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