

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusions

After analyzing the data, some conclusions are drawn as the following.

5.1.1. The types of error of Simple Past Tense made by the students of SMP Negeri 3 Air Putih in writing narrative texts.

Types of Error Based on the result of the students' error in writing narrative text, it was found that the four types of error were found in this research, they are omission, addition, misformation, misordering. The error made by students was counted based on narrative texts written by the students. The researcher summed the frequency of all errors from the highest to the lowest where the most error made by students was about misformation due to alternating forms errors 39,9%, addition due to simple addition errors 16,8%, omission errors 14,6%, misformation error due to archi-forms 13,73%, then the addition due to double marking error and misformation due to regularizations has some number 5,1%, misordering errors 4,8%, the last addition due to regularization had 0% case because this type of errors were more suitably categorized as errors due to misinformation in terms of their regularizations.

5.1.2. The Causes of Error of Simple Past Tense in Writing Narrative Text.

The factor of students error in this study was analyzed based on intralingual and interlingual transfer where students did the errors in both interlingual and intralingual transfer. The students did the errors in writing narrative text generally by missing the ignorance of rules such as Rules of spelling, rules of verb (V1 AND V2), rules of BE and double predicate. The students ignored the rules because they still affected in their mother tongue.

5.2. Suggestions

After the researcher conducted research and also analyzed the data, the researcher gave suggestion for English teacher, students, and other researcher because English learning activities should able to make students comfortable and enjoy while studying. Not only that, there was a creative teacher in organizing the classroom activities. This purpose of the research that the teachers and students work together in learning activities and also find solutions together if there were students who have difficulty in learning English, especially about using tenses. Moreover, tis research was expected all element could work together to minimize the occurrence of errors by the students in writing paragraphs especially using tenses. Then, error analysis could become solution help English teacher found the next media or technique to teach writing and help students if they found difficulties in made paragraph. Error analysis is tool to help the researcher checked error that made by students especially using tenses in narrative text. Therefore, the researcher would give solution for English teacher, students, and other researchers.

5.2.1. For English Teacher and the Students

The researcher hopes that this research study can improve the teacher's ability to help students in teaching writing in the class. Beside that, the English teacher is able to use the interesting media like using English diary to improve the students' ability in writing. After, the researcher read this study they more careful to check using grammar not only simple past tense. So, teacher can guide the students to make narrative text with correct tenses. Moreover, the English teacher

should motivate students to practice writing and asking the teacher if finds it difficult.

Then, This research can be used to help students in writing. It means student can practice to make narrative text. If students often practice to make narrative text paragraph everyday, students will accustomed to write with less mistake. Besides, students are more careful to use their narrative text.

5.2.2. For other Researcher

This research could be used references in next research about types errors based on others expert and different text. The purpose is this research could supported other research and find solution to solve errors that made by students in Indonesia.

