

CHAPTER V
CONCLUSION AND
SUGGESTIONS

CHAPTER V CONCLUSION AND SUGGESTIONS

5.1 Conclusion

This study on an error analysis was conducted to find out what types of errors were made by the eighth grade students in the use of simple past tense in a recount text.

This study is based on some theories which deal with the topic discussed; they are contrastive analysis, error analysis and simple past tense. This study is categorized as a qualitative descriptive study because in this study the writer tries to identify, analyze and describe the results and discuss them.

In finding the data, the writer administered a test to the eighth grade students of Saint Joseph Junior High School Surabaya of the academic year 2013-2014. The test was about the use of simple past tense in a recount text in the form of controlled composition, and it consisted of thirty items.

The result of the study show that the total errors made by the students were 720 errors. Those errors were divided into three types. The first type with the highest frequency of errors made by the students belongs to the misformation errors. There were 516 misformation errors with the percentage of 71.14% which consists of 500 errors of misformation due to alternating-forms, and 16 errors due to archi-forms. The second type of errors belongs to omission errors. There were 110 errors of omission with a percentage of 15.28%. The third type of errors belongs to addition errors. There were altogether 94 errors with the percentage of 13.05%.

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 the past tense rules, especially the regular and irregular forms of the verbs.

In general, the interference of the 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:

1. The bigger problem for the students in studying simple past tense is inability to use correct grammar. In bahasa indonesia there is no tense whereas in English there are tenses. In this case, it becomes a problem because the students have already known and mastered the past tense; therefore, they probably use past tense in all situations or in all tense sequences.
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. However there are some exceptions to be memorized in the case of irregular verbs, for example: 'get' in the simple form is changed into 'got' in the simple past. In this case, it seems that the students have difficulty in memorizing all of those exceptions, so the students probably added '-d' or 'ed' to all verbs, both regular and irregular verbs.
3. Many students committed errors in using subject-verb agreement. The types of errors appeared which were probably caused by students' lack understanding about the use of subject-verb agreement. The students committed errors in appropriate past 'be' to the subject, for examples: past be 'were' to the subject third person singular 'she' and to the plural subject 'we'.

5.2 Suggestions

5.2.1 Suggestion for Teachers

1. The major objective of the language teaching should be for the teachers to teach students the basic pattern of 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 feedback and the content 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 language.

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.

BIBLIOGRAPY

BIBLIOGRAPHY

- Ansyar, A. M, & Suharyadi. (2012). *Errors in Using Simple Past Tense in Recount Text Written by the Eighth-Grade of SMP LAB.UM. Malang.*
- Arcana, N. (1996). *Pengantar Statistik Untuk Ekonomi Bagian Inferential.* Fakultas Ekonomi. Surabaya: Universitas Katolik Widya Mandala Surabaya.
- Arikunto, S. (1990). *Dasar-Dasar Evaluasi Pendidikan.* Jakarta: Bumi Aksara.
- Azar, B. S. (2000). *Understanding and Using English Grammar Third Edition.* USA: Longman.
- Badan Standar Nasional Pendidikan. 2006. *Panduan Penyusunan Kurikulum Tingkat Satuan Pendidikan. Jenjang Pendidikan Dasar dan Menengah.* Jakarta: Badan Standar Nasional Pendidikan.
- Brown, H. D. (2000). *Principles of Language Learning and Teaching.* Longman, Inc. Addison Wesley.
- Cahyono, B.Y. (2009). *Techniques in Teaching Writing EFL.* Malang, Indonesia: State University of Malang Press. First Printing.
- Corder, S. P. (1981). *Errors Analysis and Interlanguage.* Oxford University Press.
- Dart, A. K. (1982). *ESL Grammar Handbook for Intermediate to Advanced Students of English as a Second Language.* New York: Prentice-Hall, Inc.
- Deauna, M.C. (1982). *Applied Statistics for Education, Psychology and the Social Sciences.* Integrated Research Center De La Salle University. Manila, Philippines Revised.
- Dulay, H, Burt, M., & Krashen, S. (1982). *Language Two.* New York: New York of University Press.
- Dursin, L.R. (2008, Saturday, March 15). *English as a Second Language: Learning from Mistakes. The Jakarta Post.* Retrieved from: <http://www.thejakartapost.com>.
- Ellis, R. (2007). *Second Language Acquisition.* Oxford: Oxford University Press.
- Ellis, R. (2008). *The Study of Second Language Acquisition.* Oxford: Oxford University Press.
- Elliott, R. (1997). *Painless Grammar*; Illustrated by Laurie Hamilton

- .Barron's Educational Series, Inc.
- Foley, M, & Hall, D. (2003). *Advancer Learners' Grammar: A Self Study Reference and Practice Book with Answers*. Pearson Education Limited.
- Frank, M. (1986). *Modern English Exercises for Non-Native Speakers Part II: Sentence and Complex Structure*. New Jersey: Prentice Hall Regents
- Giyatno (2011). *Improving Students' Writing Skill on Recount Text Using Question Technique and Facebook Media*. Perpustakaan u.uns.ac.id
- Herman (2009). *Teaching Recount Text Using a Series of Still Pictures. Practical Guides for English Teachers of SMP/MTS in Indonesia* edited by Bambang Yudi Cahyono. State University of Malang Press.
- James, C. (1998). *Errors in Language Use: Exploring Error Analysis*. London: Longman Addison Wesley.
- Marhum, M. (2009). English Language in Indonesian Schools in the Era of Globalization. *Journal of Tadulako University* 2, 3. Retrieved from: http://www.pskti.uksw.edu/wpcontent/.../Makalah_Mochtar TBA_LIA_pdf.
- Raimes, A. (1983). *Techniques in Teaching Writing*. Oxford University Press.
- Richards, J. C. (Ed.). (1974). *ERROR ANALYSIS: Perspectives on Second Language Acquisition*. London: Longman Group Limited.
- Rore, L. S. (2012, June 25). The Important of Speaking English in the Era of Globalization. *Manado Tribunnews*. Retrieved from: <http://manado.tribunnews.com>.
- Teopilus, S. (2012). *Genres in Focus: Recount, Narrative* (compiled). English Education Study Program Faculty Teacher Training and Education. Surabaya: Widya Mandala Catholic University Surabaya.
- Vicky.F.S. (1979). *Statistic for the Social Sciences*. California State University, Northridge. Little Brown and Company Boston Tronto
- Wardiman, A. (2008). *English in Focus 2 for Grade VIII Junior High School (SMP/MTs)*. Jakarta: Pusat Pembukuan Departemen Pendidikan Nasional.