

CHAPTER V

CONCLUSION

5.1. Summary

Realizing that Simple Past Tense is frequently used both in oral and written language and knowing that the first year students of SMA Kr Petra 3 Surabaya still make mistakes, the writer is interested in doing the research to analyze the errors in order to interpret the causes of the errors.

This study uses the theory of Error Analysis to obtain the data and to analyze the students' errors. Having classified, counted, and calculated the errors, she ranked the errors according to the frequency of occurrences.

The most frequent errors that the students made is errors of substitution (= 58,2 %), the second is errors of addition (= 21,3 %), the third is errors of omission (= 10,5 %), and the least frequent errors is errors of ordering / wrong order (= 10 %)

From these data of errors, there are four possible causes. They are over-generalization, ignorance of rule restrictions, incomplete application of rules, and false concept hypothesized.

5.2. Suggestions

After knowing the types of errors and their possible causes, the writer would like to give some suggestions on how to overcome those errors.

- a. The teacher should give more exercises in what part the students still make a lot of mistakes. For example: If the students make a lot of mistakes in the verb 'be' in Simple Past Tense, the teacher can give more exercises of the verb 'be' and if they are confused about the form of affirmative, negative, and interrogative sentences, the teacher can give exercises in affirmative, negative, interrogative sentences separately.
- b. If the time is not enough for the teachers to give more exercises to the students, the teacher can make it as 'Co-curricular assignments'.
- c. The teacher should also give the students a post-test in order to know whether the students have comprehended the materials taught or not and to force the students to memorize the rules of simple past tense sentences and the past verb forms - i.e. regular and irregular past verbs.
- d. The teacher should give more explanation to the students that the 'Simple Past Tense' is not always added

by 'to-be Past' (was,were) or 'auxiliary Past' (did).

e. The written exercises of simple past tense that are given to the students should vary, such as in dialogue and in a letter. By doing that, the students can avoid boredom. The example of the dialogue and the letter can be seen in 'Appendix VI'.

Hopefully, these suggestions can be applied by the English teachers in teaching simple past tense. However, the writer realizes that her suggestions are still unperfect. She will be grateful for some more suggestions. In addition, since this study is a case study, the writer does not intend to generalize her findings to the students of all Senior High Schools in Indonesia.

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