

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the collecting data and discussion in the previous chapter, the researcher concludes that students of SMA Negeri 7 Pinrang made errors in their writing. From the collecting data and the result of researcher's analysis Instrument text and in the made paragraph was made by students, They did not pay attention about changing of a verb, this statement was supported by the data which showed 132 errors or 64,07 %. % students made errors in the misformation part. Then, students also made errors in other types of errors. They are such as 26 errors or 12,62 %. students made errors in addition parts, 32 or 15,53% omission, 16 or 7,76% Misordering. From the data, we could know that students XI MIPA 1 had a problem with using tenses in a made sentence They were confused if using verb 1 to verb 2 and verb 3 was applied in short answer and paragraph. It is shown from the types of errors explained above that the most common errors committed by the students are misformation errors. The errors came from many factors. First, the students felt confused in choosing the appropriate tenses because when the teacher was explaining the lesson some of the students focused on their teacher's explanation, but the others talked to each other and exactly they did not focus on it. So, when the students were faced with the test, most of them were confused to choose the right answers (based on the interview). Second, they might get difficulties in differing between singular and plural subjects. Then, it the difficult to deciding the change of the verb related to the tenses in the sentence.

It is also found four main causes that cause students to commit errors, those are:

1. Communicative strategies: 8 causes or 17.02%
2. Context of Learning: 12 causes or 25,53%

There were 8 causes or 17.02% caused by communicative strategies. The students process the new language data in their mind and produce rules for its production, so they often do the overgeneralization or communicative strategies, the students might express the meaning of the sentence in an unsuitable way or misunderstanding toward the new language or target language. The students might be influenced by their mother tongue in terms of pattern, systems or rules. Last there were 12 causes or 25,53% caused by Context of learning.

B. Suggestion

Based on the conclusion, the writer suggests careful attention for both teachers and students in using tenses.

1. For English Teachers

The researcher hopes that this research study can improve the teacher's ability to help students in teaching writing in the class. Besides that, the English teacher can use interesting media like using an English diary to improve the students' ability in writing. After, the teacher read this study they more careful to check using grammar that was made by students. Therefore, the teacher can find a new method to teach grammar not only five basic tenses. So, a teacher can guide the students to make a paragraph or narrative text with correct tenses. Moreover, the English teacher should explain more about tenses and change of verb in tenses structural. Then, a teacher should motivate students to practice writing and asking the teacher if he finds it difficult.

2. For The Students

This research can be used to help students in writing. It means a student can practice making sentences and paragraphs. If students often practice making narrative paragraph every day, students will be accustomed to writing with less mistake. Besides, students are more careful to use their writing.

3. For further researchers

This research could be used as references in the next research about types of errors based on others' expert and different test. The purpose is this research could support other research and find a solution to solve errors made by students in Indonesia.

