

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

As stated in the background of the study, the researcher limits this study to analyzing the type errors in the use of past tense in narrative text made by the ninth grade students at MTsS Nur Zannah Langkat. The researcher makes the following conclusions after conducting research at MTsS Nur Zannah Langkat and analyzing the data that the researcher got through documentation and questionnaire:

Based on the results of data analysis in the previous chapter, it was found that there were four types of student errors in the use of the past tense in writing narrative texts, namely omission errors, addition errors, misformation errors, and misordering errors. The percentages of each of the types of errors made by the ninth grade students included 46% misformation errors, 25% omission errors, 21% addition errors, and 14% misordering errors.

Based on the percentage of each type of error made by the ninth graders, the type of misformation error has a percentage of 46%. This type of misformation error is the highest order type of error and stands out among other types of errors. Based on the data analysis, the ninth grade students make many mistakes in misformation because they write with the wrong structure, such as the wrong use of verbs in the past tense. Verbs that should be changed to the second form but they still use the first verb. Besides that, they also wrong use of to be in the past tense.

The thing that influences them to make mistakes comes from a lack of writing practice. It can be seen from table 4.5 that the first order of the three types of influence is lack of writing practice, with a percentage of 60%. This error was made by students because they rarely practice making narrative texts. This causes a decrease in students' writing skills, resulting in them not knowing the difference between regular and irregular verbs. In addition, they do not understand the second form of irregular verbs. From this influence, it can be interpreted that

students need to be given sufficient and often writing practice, either at school or at home. This is so that students' writing skills do not decrease.

## **5.2 Suggestion**

Based on the conclusions above, in this section the researcher will give some suggestions to English teacher, students, and other researchers.

### **1. For English teacher**

This study on analyzing students' writing errors can help teachers to know and identify mistakes made by students, specifically the use of the past tense in narrative texts. English teachers should provide various examples of narrative texts that students can learn from. English teachers must provide various media to support students' writing skills, such as writing in dairy books at every English subject meeting. This is so that teachers can monitor students' writing activities directly. When students do not understand and feel confused, they can directly ask the English teacher. If given homework, they do not necessarily do it. Finally, English teachers must provide motivation and input to students in writing narrative texts.

### **2. For students**

Students have to practice a lot at home to write narrative texts. Students can work together with friends to get used to writing texts. In addition, students should ask the teacher when they do not understand and are confused by the discussion of narrative texts in class.

### **3. For other researchers**

This research can be used as a foundation or reference for future researchers on the same discussion, namely the types of errors. The aim of this research is to be useful and to help other researchers.