

## CHAPTER V

### CLOSING

After analyzing and gaining results in the previous chapter about error analysis of using simple present tense in daily conversation at the Darul 'Adaalah Islamic boarding school santriwati dormitory, this chapter provides conclusions from the prior chapter's talks, as well as suggestions from researcher for readers..

#### 5.1 Conclusion

Based on research conducted at the Darul 'Adaalah Islamic Boarding School santriwati dormitory using descriptive qualitative research methods using documentation and interview data collection techniques, researcher found several errors made by santriwati related to the use of the simple present tense in daily conversation in the dormitory. The conclusions obtained during the study are as follows:

1. The types of errors made by santriwati when using the simple present tense in daily conversation at the Darul 'Islamic boarding school dormitory are three types of errors, namely: errors of omission, error of misinformation and error of misordering.
2. The dominant error made by santriwati when using the simple present tense in daily conversation in the Darul 'Adaalah Islamic Boarding School dormitory is error of omission, because because there are 11 errors that researcher found related to error of omission, namely: first, error omission of verb endings (-s/-es) in verbs that have a singular subject in this section there is 1 sentence that the researcher found that does not match the correct sentence structure according to the use of the simple present tense. Second, the word omission error to be in this section contains 6 sentences that the researcher found that did not match the correct sentence structure according to the use of the simple present tense. Third, the word omission error to do in question in this section there are 3 sentences that the researcher found that did not match the correct sentence structure according to the use of the simple present tense. Fourth, the word omission to do in negative sentences in this section there is 1 sentence that the

researcher found that did not match the correct sentence structure according to the use of the simple present tense.

3. The reason santriwati made errors when using the simple present tense in daily conversation in the dormitory are interlingual transfer and context of learning. In interlingual transfer, santriwati make errors caused by inference that comes from the santriwati's mother tongue. Sentences in the target language can indicate interference from the mother tongue. Most of the santriwati experienced errors in producing sentences due to interlingual errors. Santriwati only translate Indonesian into English without knowing the grammatical structure first. Santriwati usually translate the grammatical form of a phrase or sentence into the first language to see if there are similarities. In context of learning, santriwati often make errors, because of a pattern that was rotely memorized in a drill but improperly contextualized.

## 5.2 Suggestion

Based on the results of the research that has been described previously, the researcher would like to give suggest to further researchers, Ustadz and Ustadzah as educators, santriwai and the Darul 'Adalah Islamic boarding school in order to improve the quality of using English as a daily conversation in the Darul 'Adalah Islamic boarding school dormitory, especially in the usage section simple present tense.

1. This research is about the problems that occur to santriwati related to the use of the simple present tense in daily conversation in the Darul 'Adalah Islamic boarding school dormitory. Therefore, this research can be used as a reference for further researchers by continuing this research. The next researcher can conduct further research on how to use the correct simple present tense in daily conversations in Islamic boarding schools, especially in santriwatis' dormitories.
2. After knowing the problems related to the errors made by santriwati when using the simple present tense in daily conversation in the Darul 'Adalah Islamic boarding school dormitory, Ustadz and Ustadzah as educators, especially the Ustadzah who is responsible for the language section to supervise santriwati in the dormitory, are expected to be able to create innovation and improve supervision in the student

dormitory environment in order to improve the santriwatis' English skills when carrying out daily conversations in the dormitory, especially in the use of the simple present tense.

3. The researcher hopes that santriwati will be more active in using English as a daily conversation in the dormitory and continue to learn and practice correct grammar so that in the future the santriwati are accustomed to using correct grammar when using English in daily conversation in the dormitory, especially the use of tenses such as the simple present tense and other types of tenses. Besides that, the researcher also suggested to the santriwati to be more active in memorizing vocabulary with the aim that the vocabulary possessed by the santriwati was increasing so that it could make it easier for santriwati to carry out daily conversations using English, especially in the verb section.
4. Because there are still many errors that the researcher found regarding the use of English in daily conversation in the santriwati dormitory, especially the use of the simple present tense, the researcher hope that the Darul 'Adalah Islamic boarding school can take an important role in this. In a sense, Darul' Adalah Islamic boarding school can be a place for santriwati to learn by giving English lessons at school and also in dormitories, so that these santriwati can learn about the correct use of English, especially the use of the simple present tense.