

CHAPTER V

CONCLUSION AND RECOMMENDATION

A. CONCLUSION

Based on the research findings and discussion in chapter IV, the writer concluded following:

There was a significance differences in learners' understanding on grammatical pattern of English simple past tense between those assigned English-Arabic combined task and those assigned English uncombined task. The use of English-Arabic combined task actually gave contribution to improving students' understanding of grammatical pattern of simple past tense, based on the consideration that the score most of the students have passed the standard success criteria of English score that is 6.5 for senior high school, so this method (English-Arabic combined task) is effective to improve learners' understanding on grammatical pattern of English simple past tense it is proven with the statistical analysis. It could be seen that the mean of the experimental group score was higher than the control group. The t value of the experimental group is higher than the control group. There is a difference grade achievement score between students taught using English-Arabic combined task and those taught using English uncombined task. It is showed of the mean of experimental class is higher than control class ($81.44 > 75.69$). On the other hand, the test of hypothesis using t-test formula shows the value of the t-test is higher than the value of the t-table. The value of t-test is 2.44, while the value of t-table on $\alpha = 5\%$ is 1.66 ($2.44 > 1.66$). The hypothesis is accepted.

B. RECOMMENDATION

Task is one of the way which given by the teacher to the students as a review of the last lesson about the material and used to measure of learners' understanding of the material.

English-Arabic combined task taken from task-based teaching using two tasks from different languages that aimed at facilitating students' understanding on the target language and the language use. English-Arabic combined task is given based on the consideration that the two languages have similarities, and students have got Arabic first before English. In addition, their Arabic understanding (proven with score) is higher than English.

By analyzing accurately a major source of diversity between English simple past tense and Arabic *fi'il madhi* in determining valid contrast, and combine them into the task hopefully this thesis will profitable not only for the learners who learn Arabic language and the learners who learn English language but also for learners who have bilingual, English and Arabic, in their education background before. And it will make easy the teachers to teach their students especially English simple past tense and Arabic *fi'il madhi*. Not only those the teacher can creatively design on teaching English simple past tense by using combined task and exposing the differences and similarities of the two languages. Especially can be useful for the English language teaching in MA Matholi'ul Huda Bugel Kedung Jepara.

Finally, the writer realizes that this paper is far from being perfect. Because of that, constructive critics and advice are really expected for the perfection of the thesis. Hopefully, this thesis will be useful for all of us. Amin.