CHAPTER V
CONCLUSION AND SUGGESTION

This last chapter presents the important points from the whole discussion in the study. Besides, it also suggests some recommendations for the reader and for academic teaching as well as for further research.

A. CONCLUSION

The discussions from the previous chapter are summarized to accomplish the objective of the study. The summary may be concluded as follow:

1. Based on the finding of the analysis, it shows that Azis made eight sentences in 1 minute 37 second. He made seven errors in six sentences. Nila made eleven sentences in 2 minute 19 seconds. She made nine errors in five sentences. Jannah made twelve sentences in 2 minute 33 seconds. She made sixteen errors in eleven sentences. Desi made thirteen sentences in 2 minute 24 seconds. She made twelve errors in seven sentences. Heni made eighteen sentences in 2 minute 7 seconds. She made six errors in five sentences. And about the percentages of errors, here is the data; Azis: 27% of errors; Nila: 81.8% of errors; Jannah: 66.6% of errors; Desi: 53.8% of errors; Heni: 27.7% of errors.

2. According to the findings, it can be concluded that the students have not mastered the use of verb groups. We can see it from the number of the errors made. Although they had been taught about it before, they were still confused which one to use when making a grammatical sentence. It could be because in Bahasa Indonesia we do not have the verb conjugations. We do not have time signaling in expressing ideas. They are unfamiliar to this form and because English is still foreign for them. And those are the possible causes of their errors.

The students were still confused in making the agreement between subject and verb. It could be because in Bahasa Indonesia there is no agreement between subject and verb.

The students were still confused in differentiating whether to use the definite or indefinite articles. It could be because in Indonesian language grammar there is no

definite article used.

The students still confused in deciding preposition which preposition should be used, whether to use in, on, or at.

The students over generalized the pluralizing of nouns. They just added the -s/ -es without considering that there are some irregular forms of nouns pluralization.

The students still confused in deciding which pronoun should be used to substitute nouns, whether it is personal, relative, possessive, or demonstrative pronouns.

The students applied rules in forming past time verb to conjunctions.

From the explanations above, the writer can conclude that the students still confused in dealing with English grammar systems.

B. SUGGESSTION

Based on the findings, the writer would like to offer some pedagogical implications to be considered in teaching to improve the students' speaking ability.

1. In teaching English related to its grammar, the lecturer should give more easily understood explanation in order to make the students more interested in learning English, especially the grammar.

2. The lecturer teaches the grammar elements explicitly with adequate exercises.

3. The lecturer should give more exercises in applying grammar not only by giving the theory of grammar. Because, based on the results the students seem not quite understand how to differentiate when to use either past or present form of the verbs.

4. Teacher could apply a method where he/ she explains the correct uses of the verb (when to use past and present) forms, gives examples of the usage, and tests the students understanding which will assure the lecturer that the students really understand it. Otherwise, the students will face difficulties in differentiating the uses of past and present forms of verbs whenever they learn English and because this is the very basic step to learn English.

5. The lecturer could also apply the communicative language teaching method especially when he/she teaches English grammar.

6. In speaking class, the lecturer should give more speaking exercises to the students.

So that, they will be familiar to English writing forms.

7. The lecturer also should ask the students to maximize the facilities like SAC, AMCOR, PBB, or event Student's Activities Council like LSB and WEC.

C. Limitation of the research

This research is not totally perfect. There are many limitations of the research that the researcher hope will not happened next time. The limitations are:

1. This research has no limitation on taking the sampling data. So there is no fixed sampling data.

2. The limitation of time for doing this research also influences the perfection of the research.

3. Researcher less grammatical awareness.