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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was conducted to find out errors and dominant error made by the tenth grade students of the State Senior High School 1 Hulu Kantan in understanding simple past tense in narrative text based on Dulay's error types. Based on research findings, the writer concluded that:

1. The students made 515 errors in Understanding simple past tense in narrative text. The students made 123 (24%) errors in misformation, 129 (25%) errors in addition, 130 (25%) errors in omission, and 133 (26%) errors in misordering error.
2. The dominant errors made by the tenth grade students of State Senior High School 1 Hulu Kuantan was misordering error with 133 errors or 26%.

B. Suggestion

Based on the research finding, the researcher would like to propose several suggestions, as follows:

1. As for students' ability in understanding simple past tense in narrative text on less level, the students did find it difficult to deal with the use of past form, they do not understand the order and the use of *be* in past tense so that some of them answered the test incorrectly. Therefore, the teacher should emphasize difference of the use past and present form in teaching.
2. Some of students make errors in understanding simple past tense in Narrative text. So, it is good for the teachers to use any strategies in

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teaching English in order to make students more interested to follow the lesson.

3. To increase students' errors in understanding simple past tense in narrative texts, the teachers can give more exercises about narrative texts in order to make them understand about simple past tense.
4. The students should pay more attention to the lesson explained by the teacher, and give feedback during the lesson.
5. The students should practice more about tenses, especially simple past tense. The students need to read more narrative texts to make them decrease the errors.