

V. CONCLUSIONS AND SUGGESTIONS

After conducting the research, doing the analysis, and presenting the results, the conclusions and suggestions are presented in this last chapter.

5.1 Conclusions

1. The students of Class XI IPA 2 of SMA Negeri 4 Bandar Lampung made errors in the use of past tense of verb form in narrative paragraph writing.
2. Viewed from surface strategy taxonomy, in regular verbs show that errors were from omission errors, and misformation errors. While, irregular verbs errors show that errors were from omission errors, addition errors, and misformation errors. Furthermore, modal auxiliaries errors show that errors were from omission errors, misformation errors, and misordering errors. And errors of auxiliaries show that errors were from omission errors, addition errors, misformation errors, and misordering errors.
3. In the basis of communicative effect taxonomy, it was found that global errors and local errors appear in regular verbs. In irregular verbs, errors were from global errors and local errors. In modal auxiliaries show that errors were from global errors. In auxiliaries show that errors were from global errors and local errors.
4. By seeing the two taxonomies that are used in this study (surface strategy taxonomy and communicative effect taxonomy), it can be inferred that

misformation errors rank first, local errors rank second, omission errors rank third, addition errors rank fourth, global errors rank fifth, and misordering errors rank sixth. Most of misformation errors made by students are the use of present verbs form to past tense. Sometimes the students made also regularization of irregular verb form.

5.2 Suggestions

Considering the students' errors in using regular verbs, irregular verbs, modal auxiliaries, and auxiliaries/ anomalous verbs in their narrative paragraph writing, suggestions might be given as below:

1. The English teacher can guide the students to use English regular and irregular verbs, modal auxiliaries, and auxiliaries or anomalous verbs of past tense by giving more writing paragraph practices or exercises in applying tense not only by giving the theory of tense. By referring to the results, the students seem not quite understand how to differentiate when to use either past or present form of them. The teacher should give more writing exercises to the students. So that, they will be familiar to English writing form. By writing a paragraph, the students train their mind to remember what verb form that is needed by paragraph.
2. The teacher should pay more attention in teaching writing skill especially in the use of tense relates to verbs, modal auxiliaries and auxiliaries in students' writing and explain how to use regular verbs, irregular verbs, modal auxiliaries, and auxiliaries of English past tense. In this case, the students sometimes did not understand how to differentiate between the

use of regular and irregular verbs. The teacher can solve this problem by instructing the students to make lists of regular verbs and irregular verbs. By putting regular verbs and irregular verbs in each list of them, the verbs can stay longer in students' mind.