

## **CHAPTER V**

### **CONCLUSION**

After analyzing the data in the chapter IV, the writer comes to the conclusion of this study. The conclusions are the answer of the problem statement in chapter I. Besides that, in this chapter the writer also would like to give some suggestions which are based on the conclusion that are gained from the result of analysis and discussion. The conclusion and suggestion in detail are presented below.

#### **5.1 Conclusion**

Based on the result of the problem statement, objectives of the study, and the result of the data analysis, the conclusion are presented. The conclusions are the answer to the questions having been stated in the problem statement. It is like the summary of what has been analyzed, described, and found in chapter IV. The final products of the analysis are to know how significant students' mastery on simple past tense and writing recount text of the eleventh grade students of the eleventh grade students SMA Negeri 5 in academic year 2016/2017 and to know the factors that influence the mastery of simple past tense and writing recount text of the eleventh students SMA Negeri 5 in academic year 2016/2017.

### **5.1.1 The Significant Students' Mastery on Simple Past Tense and Writing Recount Text**

Based on the result of the data correlation analyzed, the obtain value correlation coefficient is 0.32, show that correlation criteria is low level correlation. See the result score of the correlation coefficient and achievement of students' mastery on simple past tense material and writing recount text, which show that the result of the students' mastery on simple past tense material is better than student' writing recount text. So can be say that, a study on correlation between student's mastery on simple past tense and writing recount text of the eleventh grade students of SMA Negeri 5 Kupang in academic year 2016/2017 is not too significant.

### **5.1.2 The Factors That Influence the Students' Mastery of Simple Past Tense and Writing Recount Text**

From the result of data as like is shown in the chapter IV, the writer find that, there are many factors that influence students' mastery on simple past tense and writing recount text.

- 1) The students lack of mastery of to be (was, were) in simple past tense so in the writing they more use present tenses' to be (am, is, are).
- 2) The students do not include the exact to be (was, were) according to subject choosing.
- 3) The most of the students still lack of mastery of verb 2, so in the writing recount text, the most of students use verb 1 in explore their activities.

- 4) The students do not use plural noun and singular noun exactly, and in writing recount text, the students often use plural or singular noun in wrong statement.
- 5) The structures of the sentences still are not based on English structure in writing recount text.
- 6) Students lack of mastery the use of capital letter in writing places' name, buildings' name, peoples' name and etc, which should be start with capital letter.
- 7) The students often forget put the article on the sentences in the writing recount.

## **5.2 Suggestion**

The researcher would like to some suggestion related to this research for teachers, students and other researchers. The suggestions are as follows:

### **1) For the English Teacher**

- Teacher should give some motivations in study English especially in studying simple past tense and give them some exercise to write their daily activity to develop their writing skill.
- Teacher should give more practice to develop student' writing ability and give them solution in writing.

### **2) For the students**

- The students should more practice their writing in order to enrich their vocabulary.
- The students should pay attention in writing recount text especially used of grammar in sentences.

### 3) For the Researchers

- As this study is focused on correlation between student's mastery in simple past tense and writing recount text. Correlation is needed to measure the significant of correlation between students' mastery in simple past tense and writing recount in value of coefficient correlation.

The researchers have to know that the rate of the coefficient correlation on each correlation research is deferent. So the researchers can make better correlation with exact variables and the good students' ability.

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