

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter sums up previous explanations encompassed the deep discussion of the data findings and its analysis. There are some opinions regarding this research as well which would be elaborated in several numbers.

#### **Conclusion**

Grounded on the previous chapter, it could be concluded that: the first, the researcher found that there were 129 students in academic year of 2014/ 2015 which officially registered in writing IV class. Seventy nine of them were categorized as high achiever students (high achiever students were them who obtained grade A- or higher than 3.5). This data were taken taken by researcher from lecturers who at the moment were on duty to teach and give them value. Second, it has been found that there were 167 mistakes made by high achiever students in their composition. This data were collected from 15 samples. To collect the data, the researcher had asked those samples to submit their paper (which in this case was research proposal) to him. Afterward, those papers are analyzed by the researcher by (a) Analyzing the incorrect tense by giving mark to the wrong part, (b) Classifying the most common mistake in having tenses. (c) Explaining about the mistakes/ incorrect tenses (d) Analyzing high achiever students (as informants) interview result, and (e) Giving obvious conclusion. Based on the research, the most common mistake dealt with Simple Present Tense. It happened 145 times of 167 mistakes. The second most common mistake

was Simple Past Tense which happened in 6 times. Next, there was 5 mistakes about passive voice of Present Future Tense and Present Future Tense, 2 mistakes about Present Perfect and Passive Voice of Present Tense, and the last was the mistakes of Passive Voice of Past Tense, Past Perfect, and Present Continuous Tense. Third, to the mistakes, based on interview section, the researcher thinks that high achiever students must provide continuous learning and have a routine practice towards the lesson of tenses. They need guidance of the lecturers as well, regarding how to have a good piece of writing (particularly about tenses). Since they are high achiever students, again, they required to have a good capability.

### **Suggestion**

There are some suggestions or recommendations related to this research. Foremost, for students, since they are high achiever students, thus they need to be able to own a better English writing. It is, no matter what, believed that their competency and comprehension of tenses ought to be as good as their score. They need to have an initiative to learn and master tenses not only depend on lecturers' guidance, whereas they could obtain additional lesson from another sources such as books, journals, and internet. It is easy to decide not to write any English text as probably you are worried that you will make lots of mistakes. Nevertheless, remember that the more you write and get your writing corrected, the fewer mistakes you will make! Second, for lecturers, from the deepest of the researcher's heart, he hopes that there would be a new spirit to teach and give students guidance on how to have a good piece of English writing. In other word,

he hopes that lecturers could re-energize the way they teach the students, particularly in this case is about tenses. Third, for readers, the researcher hopes that this paper could be the reference to compile any English paper, that is whatever the reason, as academic people, we need to used to be a professional English writer, which one of the indications is considering of tenses in their writing.

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