

CHAPTER V CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

Based on the research findings in previous chapter, the researcher draws a conclusion as follows:

The result of simple present tense mastery (X) showed that 76 was the score with the highest total frequency (6 students) and 61 was the score with the lowest number of frequency (1 student). It was analyzed by the distribution of frequency data. Furthermore, the descriptive statistic showed that the lowest score was 61, the highest score was 91, and the mean score was 77.91. In simple present tense, there were more students who get the scores under the mean score (17 students) than above the mean score (16 students). Based on the category of interval score table, 77.91 was in the poor category.

The result of analytical exposition text ability (Y) showed that 82 (4 students) was the score with the highest total frequency and 57, 59, 64, 66, 74, 77, 80, 81, 83, 84, 87, 89, 91 were the scores with the lowest number of frequency (each score was 1 student). It was analyzed by the distribution of frequency data. While, the descriptive statistic showed that the lowest score was 57, the highest score was 91, and the mean score was 78.36. In analytical exposition text test, there were more students who get the scores above the mean score (21 students) than under the mean score (12 students). Based on the category of interval score table, 78.36 was in the fair category.

The data calculation in the previous chapter stated that null hypotheses (H_0) was not accepted and alternative hypotheses (H_a) was accepted. *Rank Spearman's formula* in SPSS (Statistical Package for Social Science) version 25.0 program showed the result obtained that the value of significant generated Sig. P-value $< \alpha$, or $0.000 < 0.05$. Furthermore, the correlation coefficient value was 0.588 with a moderate correlation level and positive value. It can be said that the researcher's assumption was revealed, there was a significant correlation between students' mastery in using simple present tense (X) and their ability in writing analytical exposition text (Y) of the eleventh grade at MA Darul Ulum Purwogondo.

B. Implications

The result of this research had shown that students' mastery in using simple present tense has a positive correlation with their skills in writing analytical exposition text. It means that the mastery of simple present tense and analytical exposition writing

skills go in the same direction. If the mastery of simple present tense is good, then the ability in analytical exposition text is also good. Vice versa, if the mastery of simple present tense is poor, then the ability in analytical exposition text is also poor. Based on the results of this research, the implications can be stated as follows:

1. It makes teachers and students aware that mastery of simple present tense in analytical exposition is very important. Even so, teachers must also provide good and maximum teaching to students. This can be done by providing appropriate methods, media, and learning resources.
2. In the analysis of the frequency distribution and descriptive statistics showed that the students were more skilled in writing analytical exposition text than in mastering the simple present tense. It makes the teacher know that the students' mastery in the simple present tense is bad. Then the teacher can take action to increase students' mastery in the simple present tense. The researcher assumed that it was reasonable if their writing scores were better. It is because in the scoring procedure of analytical exposition text, the researcher did not only assessed grammar, but also other aspects such as content, organization, vocabulary, and mechanics.
3. On the background of the study has been explained that the eleventh grade students still find it difficult to understand the simple present tense. They have the perception that English is a difficult subject. Teacher as educators must be able to change the perception. Teachers can take action by motivating students to be more interested learn english. With a high interest in learning, it is expected that their English language skills can be better.

C. Recommendations

Based on the research findings, there are several aspects that can be serve as good recommendations for students, teachers, and future researchers. As for recommendation which can be submitted are as follows:

1. Recommendations for Students

The firts, students of the eleventh grade students at MA Darul Ulum Purwogondo academic year 2021/2022 is expected to read a lot English books and practice often to write English texts, especially in learning simple present tense and analytical exposition text. It is aimed to improve their mastery of vocabulary, grammar, and writing skill. The second, students are expected to be able to find appropriate learning media and

resources according to their own interests. This is intended so that students do not feel bored and afraid when learning English. The third, students are expected to increase their time allocation in learning English. It is intended that they have good mastery in grammar and writing.

2. Recommendations for English Teachers

The first, English teachers are expected to be able to choose creative and appropriate learning methods and media, especially when teaching grammar and writing. This is intended so that students can be more enthusiastic and motivated to learn English. The second, English teachers are expected to understand the level of difficulty faced by students in learning grammar and writing. Furthermore, the teachers can provide materials and exercises according to the level of student difficulty. This is intended so that the level of difficulty can be reduced, even resolved.

3. Recommendation for Future Researchers

In this research, the researcher concentrated on the correlation between students' mastery in simple present tense and their ability in writing analytical exposition text. In addition, the number of samples taken in this research was limited. Therefore, it is suggested for the future researchers to examine the correlation between other English skills such as listening, reading, and speaking.