

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### 5.1 Conclusions

5.1.1 The students' difficulties in learning simple present tense and vocabulary in reading text are the students found difficulties in learning simple present tense using to be (is, am, are) and its translation, the students found difficulties in using verb I by adding 's' or 'es' and not adding 's' or 'es', the students found difficulties to change the positive statements of simple present tense using to be (is, am, are) into interrogatives and negatives, the students found difficulties in pronouncing the English words, the students found difficulties to look up the meanings of the English words in the dictionary, the students found difficulties in the arrangement of the English words in using simple present sentences. All these difficulties are categorized high (62.11 %).

5.1.2 The factors that made the students found difficulties in learning simple present tense and vocabulary in reading text are some of the students are not interested in studying English, most of the students did not memorize the English words which have been taught by their English teacher, most of the students did not have the English dictionary, most of the students did not reread at home the English lesson, most of the students never read the English books which are not used for learning English at school, and most of the students did not follow the

English course out of school. All these factors are categorized very high (92,57 %).

5.1.3 The English teacher efforts to increase the students motivation in learning simple present tense and vocabulary in reading text are the English teacher use the method when teaching simple present tense, the English teacher translates the sentences used for learning simple present tense, the English teacher gives the exercises to the students to be done in the classroom and at home, the English teacher explain the lesson clearly, the English teacher gives the meaning of the English words that the students do not know, the English teacher writes the phonetic transcriptions of the English words, and the English teacher asking the students to memorize the English words. All these efforts are categorized sufficient (51,50 %).

## 5.2 Suggestions

The best method for teaching a foreign language depends on the situation and condition, in teaching learning process the teacher has to pay attention to the teaching method that will be used, because teaching is not only giving the materials, but how the materials should be presented to the students clearly and easily.