

BAB V

CONCLUSION AND SUGGESTIONS

5.1 CONCLUSION

After collecting the data and analyzing the result of the research in the previous chapter, the researcher draw conclusion about students' ability in using simple present tense in positive, negative, and interrogative verbal sentences at grade VII SMP N 20 Kota Kupang was categorized into enough category.

The students' students' ability in using simple present tense in positive, negative, and interrogative verbal sentences at grade VII SMP N 20 Kota Kupang was categorized into high. It was because most of students used simple present tense correctly in the question.

The key conclusions of this study are as follows:

1. Students ability in understanding the simple present tense

The majority of seventh-grade students at SMPN 20 Kupang demonstrated improvement in their ability to understand and use the simple present tense after receiving instructional intervention. Many were able to construct affirmative, negative, and interrogative sentences with better accuracy, particularly in applying subject-verb agreement and using auxiliary verbs appropriately. However, a

smaller portion of students still exhibited recurring errors, especially in third-person singular verb conjugation and in differentiating between nominal and verbal sentences.

2. Factors contributing to students ability

The findings indicate that students' ability to understand the simple present tense was supported by several factors, including a solid foundation in vocabulary and sentence structure, active participation in class activities, exposure to authentic English input outside the classroom, and the use of communicative teaching strategies that combined explicit grammar instruction with contextual practice. Positive attitudes toward English learning and consistent teacher feedback also contributed significantly to student progress.

3. Pedagogical Implications

The results suggest that explicit grammar instruction, when combined with meaningful practice, interactive activities, and real-life application, can significantly improve students' grammatical competence. Teachers are encouraged to incorporate contextualized exercises, provide regular feedback, and create supportive classroom environments to sustain student motivation and confidence.

4. Overall Impact

The instructional approach implemented in this study contributed to a measurable enhancement in students' mastery of the simple present tense. The integration of linguistic, cognitive, and affective support proved effective in developing not only grammatical accuracy but also communicative ability.

5.2 SUGGESTIONS

Based on the result of this research, the researcher put forward some suggestions for improvement in the future. The researcher hopes these suggestions are acceptable and helpful. Improving seventh-grade students' understanding of the simple present tense requires a shift in teaching approaches toward more engaging and contextualized learning experiences. Traditional methods that emphasize rote memorization of grammar rules are often ineffective in fostering real understanding. Lessons should be connected to real-life contexts that are familiar to students, such as daily routines, school activities, or personal hobbies. This approach allows students to see grammar not just as a set of rules but as a practical tool for everyday communication. The frequent

occurrence of misinformation and omission errors indicates the need for focused practice tailored to these specific difficulties. Activities such as sentence correction, peer editing, and guided paragraph reconstruction can enhance students' awareness of grammar use. These exercises also foster self-reflection and help learners develop a deeper understanding of language patterns. Group-based activities and pair work may also encourage collaborative learning and reduce anxiety when using English in classroom interactions.

Creating a supportive and student-centered classroom environment plays a key role in minimizing learning barriers. Integrating interactive media, games, visual aids, and digital learning tools can make grammar lessons more enjoyable and accessible. This variety of resources can cater to different learning styles and sustain students' motivation. Moreover, using mobile applications or online platforms can provide students with additional exposure and allow them to practice grammar outside the classroom at their own pace.

Maximizing learning outcomes also requires collaboration among teachers, students, and the school community. Teachers are encouraged to regularly reflect on their teaching methods and remain open to implementing innovative strategies. Students, on their part, benefit from being encouraged to take responsibility for their own learning by engaging more actively during lessons, asking questions, and seeking help when needed. Schools can support this effort by providing training

for teachers, enriching learning materials, and establishing a feedback system to monitor students' grammar progress over time.