

Chapter V

Conclusions and Suggestions

In this research, it is presented the following conclusions and suggestions based on data presentation and discussions as explained in the chapter IV.

Conclusions

Based on the explanation in the chapter IV, it is finally obtained some conclusions as follows:

The students of eighth grade 4 in 2012-2013 academic years at SMPN 1 Tapa school made 13 kinds of the problem and its totals is 621 errors in sentences of simple present tense that is categorized into 5 categories. In this problem, the students made 13 kinds of the problem such as (1). singular verb disagrees with subject, (2). wrong word choice, (3). wrong word spelling, (4). addition of unnecessary element, (5). sentence construction, (6). no subject, (7). no verb, (8). no preposition, (9). no question mark, (10). no conjunction, (11). no object, (12). no possessive adjective, and (13). wrong word order.

These 13 kinds of the problem in making sentences of simple present tense are caused by: (1). Interlingual transfer errors, kinds of the problem that the students made in sentences of simple present tense are wrong word choice, wrong word spelling, singular verb disagrees with subject. These are caused by the interferences of the students' own language into the students' target language. (2). Intralingual transfer and developmental errors, kinds of the problem that the students made in sentences of simple present tense are categorized into four

categories such as over-generalization, ignore of rule restrictions, incomplete application of rules, and false concepts hypothesized.

In over-generalization, the students made one kind of problem such as: addition of unnecessary element. In ignore of rule restrictions, the students made one kind of the problem such as: sentence construction. In incomplete application of rules, the students made seven kinds of the problem such as: no subject, no verb, no preposition, no question mark, no conjunction, no object, and no possessive adjective. The last is in false concepts hypothesized, the students made one kind of the problem such as: wrong word order. These are caused by students' lack of attention in learning and teaching process, the students do not understand about simple present tense in a target language.

Based on the bar chart on page 38, it shows that the major problems that the students made in sentences of simple present tense are verb disagrees with subject with the total numbers of error is 152 or 24.48 % and it is followed by wrong word choice with the total numbers of error is 117 or 18.84 %. These kinds of the problem are categorized into interlingual transfer error. Then the minor problem is sentence construction with the total numbers of error is 4 or 0.64 %. This kind of the problem is categorized into intralingual transfer and developmental error. Whereas, the students' problems in making sentences of simple present tense are related to Richard's theory.

Suggestions

There are some suggestions that recommended to be conducted. They are as follows:

1. The English teacher of SMP N 1 Tapa especially the English teacher at the eighth grade should be suggested to explain the simple present tense clearly in teaching and learning process when student learn descriptive text.
2. The students have to be aware that, English is different to Indonesia. Student does not have to combine Indonesia context into English context while learning English.
3. For the further research expected, to apply a method to increase students' knowledge about simple present tense.