

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### 5.1 Conclusion

In this study, the writer has two problem statements which become lead in her study. The problem statements are “What are the types of errors in the use of Simple Present Tense in Discussion Essay composed by Writing IV students” and “What are the possible causes of Simple Present Tense errors in the Discussion Essay made by Writing IV students?”

The writer uses some theories in this study to identify the types of errors and to predict the possible causes of the errors in the Simple Present Tense in Discussion Essay. The writer uses the Types of Errors theory by Dulay et al (1982) and the Causes of Errors theory by Richards (1971b, as quoted by Ellis, 1994:59) to help her in analyzing her data.

In analyzing the data, the writer finds that the total errors in Types of Errors were 187 errors. In her study, totally, there are 97 (51,9%) errors in Omission, Addition (Simple Addition) as much as 18 (9,6%) errors, and Misformation as much as 72 (38,5%) errors. The errors of Misformation are from Archi-forms as much as 42 (22,5%) errors, and in Alternating Forms as much as 30 (16%) errors. Based on her findings, the writer finds that the Omission is the most erroneous.

Moreover, in her study, totally, there are 310 possible causes of errors. The total possible causes of errors are from Interference Errors as much as 10 (3,2%) causes and Intralingual Errors as much as 300 (96,8%) causes. The causes of errors from Intralingual Errors category are from Ignorance of Rule Restriction as

much as 111 (35,8%) causes, Incomplete Application of Rules as much as 91 (29,4%) causes, and False Concepts Hypothesized as much as 98 (31,6%) causes. Based on her findings, the writer finds that the Ignorance of Rule Restriction in Intralingual Errors category is the most erroneous as much as 111 (35,8%) causes.

From the research findings, the writer finds that the Intralingual has the greatest contribution in students' errors. However, the Interference still has a small contribution in the students' learning process of Simple Present Tense. In short, the writer concludes that the students still make errors in Simple Present Tense in composing Discussion Essay.

Moreover, according to the writer' result of her study, the learning process and the ability in using Simple Present Tense of the Writing IV students in the 2016/2017 academic year have developed than the previous academic year. Therefore, the students of Writing IV in the 2016/2017 academic year have less errors than the previous academic year.

## **5.2 Suggestions**

Based on the findings from her study, the writer will present some suggestions to both lecturers and to Writing IV students. Hopefully those suggestions can help lecturers to improve their ways in teaching Simple Present Tense for the students. Moreover, the suggestions also can help Writing IV students to able to improve their knowledge in Simple Present Tense.

Lecturers should give more emphasis in teaching about the rules in using Simple Present Tense. By giving more explanation and exercises of Simple Present Tense, lecturers will be able to help students in comprehending and using

the Simple Present Tense, especially in writing. Moreover, lecturers can give explanation and exercises in fun ways so that students will be interested and be motivated to learn more.

The second idea is for Writing IV students. Students can use some media provided around them such as board games which can help them to learn Simple Present Tense. Most of students prefer to study in a fun way because it will make them learn while playing. By using media such as board games, students will try to motivate themselves to study harder so that they can comprehend Simple Present Tense better.

The third suggestion, students should do exercises in printed version or online. For example, the exercise is about constructing sentences in Simple Present Tense. There are some numbers in the exercise and it provides some illustrations for each number which should be constructed into a Simple Present Tense based on the illustrations given. The words are subject(s), verb(s), etc. There are so many sources which can be used by the students in order to improve themselves. In addition, by doing some exercises frequently, they can be motivated to study harder so that they can comprehend Simple Present Tense better. They also need to ask their lecturers if they have problem in comprehending the tense. Moreover, they can learn from their previous exercise(s) or their assignment(s) in order to improve themselves.

The last suggestion is for future researchers. This study still has some weaknesses. One of them is that the result of this study does not reveal the real causes of errors made by students. In order to reveal the real cause, the future researchers should not only consider the surface of students' comprehension.

Therefore, it is hoped that on the next study, the researchers can conduct the study by using another theory. By using that theory, the researchers will hopefully be able to measure both surface and depth comprehension of students, so that the real causes of errors will be revealed.

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