

CHAPTER V

CONCLUSION

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This chapter is the conclusion of the study. It presents the summary and some suggestions on how to overcome the problems.

5.1. Summary

Being interested in the students's errors in using the tenses, the writer decided to make a research on the errors in using Simple Present Tense, Simple Past Tense, Present Perfect Tense, Present Perfect Continuous Tense, Past Perfect Tense, Past Continuous Tense and Simple Future Tense made by the second semester students of the English Department of Widya Mandala University Surabaya. They still have difficulties in using correct forms in their structure. As a result, the writer decides to conduct a research on it.

First of all, she got the final structure II test of the second semester students from their teachers, than she noted down all of the errors made by these students. After that, she classified those errors according to their types occurrences, then she put them in the tables.

The number of items in the test is 16 consisting of 15 items of Simple Present Tense, 28 items of Simple Past Tense, 4 items of Present Perfect Tense, 2 items of Present Perfect Continuous Tense 3 items of Past Perfect Tense, 4 items of Past Continuous Tense and 5 items of Simple Future Tense.

Since the test was proved to be valid and reliable, the writer used them as the real test in order to get the data for this study. The answer of the real test were then analyzed to find out the students' errors. These errors were grouped into three types, namely errors of addition, errors of omission and the last is errors of substitution. Those types of errors, we countend in number and in percentage and ranked from the most to the fewest occurences.

The result showed us that the error type with the highest number made by the students is Present Perfect Continuous Tense (20,72%), the error type which is second in number is errors of Past Perfect Tense (19,57%). The third is errors of Presnt Perfect Tense (16,92%). The fourth is errors of Past Continuous Tense (13,81%). The Sixth is errors of Simple Past Tense (9,74%). The fifth is errors of Simple Future Tense (9,94%) and the one having the fewest number is errors of Simple Present Tense (9,30%).

These types of errors are further divided into sub-error types, namely errors of addition, errors of omission and errors of substitution. Errors in Present Perfect Continuous Tense is divided in substitution (98,33%), omission (1,66%) and addition there are no errors. Errors in Past Perfect Tense is divided in to substitution (54,12%), omission (43,53%) and the last addition (2,35%). Next, errors in Present Perfect Tense is divided into substitution (68,37%), omission (29,59%) and addition (2,04%). Errors into Past Continuous Tense is divided into substitution (98,75%), omission (1,25%) and addition there are no errors. Errors in Simple Future Tense is also divided into substitution (80,55%), omission (16,67%) and addition (2,78%). The last errors in Simple Present Tense is divided into substitution (87,13%), addition (6,93%) and the last omission (5,94%).

Having found the errors in this study, the writer interpreted that most of the students have not mastered Present Perfect Continuous Tense. They were still confused in giving the correct form. They did not know how to put "ing" in the right order.

5.2. Suggestion

Based on the findings, the writer would like to give some suggestions that might be useful for the readers particularly the English teachers as follows:

- The teacher should emphasize their teaching on the tenses. By doing so, the students can be more about the tenses that they should use in correct forms.
- The teachers should emphasize the students to memorize the regular and irregular verbs and this makes them more when they used Past Tense and Past Participle.
- The teachers should give clear explanation about the uses of the Present Perfect Continuous Tense. First, they have to know how to put "ing" in the right place and make correct sentences in this tense.
- The teachers should give more exercises and homework on the Present Perfect Continuous Tense, so that the students can learn by themselves. The exercise should not only focus on the form, but more on how to make correct sentences and apply these sentences in the appropriate situations.
- The teachers finally should give a test on the usage of Present Perfect Continuous Tense.

Hopefully, these suggestions will give some contributions to the teaching of English in general and

particularly in teaching tenses. Besides that, it can be used as an input for English teachers to help their students minimize making errors in constructing English sentences using the tenses.

The writer realized that this study is far from being perfect and, therefore, she hopes that there will be some other researchers doing similar studies by using better instruments and research techniques to get better result.

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