

C H A P T E R V

CONCLUSION AND SUGGESTION

In the last chapter of this study, the writer would like to review briefly what has been discussed in the previous chapters under 5.1 Conclusion and at the same time, she would like to give some suggestions based on her findings that may be useful for both teachers and students in their field of teaching and learning English.

5.1 Conclusion

The fact that there are similarities and differences between the learner's native language (in this case Indonesian) and the target language (in this case English) systems of grammar, especially of "to-be," makes the writer interested to conduct this study in order to know whether or not the Indonesian students, in this case the second-semester students at the English Department of Widya Mandala Catholic University Surabaya, find difficulty in applying the correct use of "to-be" in their writing work.

This study, however, is a case study where the findings are not intended to be generalized for other students from other university in Indonesia. It only describes the fact encountered in the second-semester students at the English Department of Widya Mandala Catholic University Surabaya, who belonged to the academic year of 1993 - 1994.

Having discussed the data in details in the previous section, this study can be summarized as follows.

First, in general the second-semester students at the English Department of Widya Mandala Catholic University Surabaya have mastered the use of "to-be" as there are 49 out of 127 students who can apply the use of "to-be" correctly without any mistake in their writing work. In percentage, there are 38.58% students who have a very good mastery in the use of "to-be."

Second, there are only 78 students (61.42%) out of 127 students who still make some errors in applying the use of "to-be" in their writing work. However from 147 errors found, if the writer puts it in percentage, it means in average each student out of 78, produce only 1.88% of error. This percentage of error is

really small and can be fixed through more discussion and practice on the use of present "to-be."

Third, those errors and their reasons are interpreted based on the four criteria. They are errors of omission, errors of addition, errors of substitution and miscellaneous errors. Most errors the students make are in the form of omitting the "to-be", that is 36.74% (54 errors) of all the errors, and immediately followed by adding unnecessary "to-be" which is 34.01% (50 errors) and the difference in frequency is only four toward the errors of omission. Next is errors of substitution which is 21.77% (32 errors). Miscellaneous errors take only 7.48% from all the errors the students made and again this is a minor error.

Fourth, the students' errors occur because of the learner's strategy of the second language learning. It is when the students focus too much on the rule of present "to-be" in their first stage of studying English that "to-be" usually comes after the subject. They, then, generalize it by putting "to-be" in almost every sentence they make, neglecting that there is another pattern in Simple Present Tense where "to-be"

must not come up at all when the subject is followed by Verbi(s,es). They can put "to-be" together with the Verbi only in Present Progressive Tense where Verbi is followed by the "-ing" form.

These errors also occur because of language transfer. It is when the students are affected so much by their knowledge of their native language and transfer it into the target language. This type of language transfer is also called grammar translation (Mentel; [http:// ghsl.greenheart.com/ jrmentel/ tips2.html](http://ghsl.greenheart.com/jrmentel/tips2.html)), where the students study all about the grammar of the new language in their own language - they may translate texts into their language from the new language or visa versa.

Most of all, it can be generalized that the students find no critical and serious problem in applying the correct use of present "to-be" in Simple Present and Present Progressive Tense applied in their writing work.

5.2 Suggestions

The last part of this chapter, which also closes this study, contains some hints or suggestions from the writer, which may be useful for the teachers and the students at the English Department of Teaching Training Faculty of Widya Mandala Catholic University Surabaya.

To minimize the cause of interlingual transfer, it is advisable that teacher stresses to the students not to translate word by word from their native language into their target language as it may trap them into unnecessary errors.

Learning through context and function gives more chance to the students to achieve their goal of learning the target language quicker than learning through grammar. That way, hopefully intralingual transfer and prefabricated-pattern strategy can be avoided as the students will not think of only a certain rule, which may end up making them sticking on to that rule all the time.

It is suggested by giving a context, for example a reading passage, exposing and combining it with frequent use, it is more definite that students will

be able to avoid making errors, and even if they make errors, they will quickly realize and try to fix it.

It is also suggested that all teachers of English, in high school and colleges should pay more attention on parts of speech when teaching. This is not necessarily taught specifically, but can be done while introducing new vocabulary so that the students are used to recognize the parts of speech of a word. When teaching the use of "to-be", it is advisable that teacher always connect it with parts of speech.

There is always a goal for teaching and learning, and this goal is really created by many factors above. So how teachers and students can achieve the goal really depends on how good they can cooperate and manage all those things without forgetting that as time changes, the need of every individual also changes.

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