

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### 5.1 Conclusion

In this study, the writer has two problem statements in her study. The problem statements are “What are the types of errors in the Simple Present Tense that Writing III students made in their analytical essays?” and “What are the possible causes of errors in the Simple Present Tense found in the analytical essays of Writing III students?”

The writer uses some theories in this study to identify the types of errors and to predict the causes of the errors in the Simple Present Tense in Analytical Essay. The writer uses the Types of Errors theory by Dulay et al (1982) and the Causes of Errors theory by Ellis (1994:59) and Brown (1980:173) to help her in analyzing her data.

In analyzing the data, the writer finds that the total errors in Types of Errors were 39 errors. In her study, totally, there are 25 (64.10%) errors in Omission, Addition (Double Markings and Simple Addition) as much as 6 (15.38%) errors, Misformation (Regularization Errors) as much as 7 (17.96%) errors and Misordering as much as 1 (2.56%) errors. Based on her findings, the writer finds that the Omission is the most erroneous.

Moreover, in her study, totally, there are 39 possible causes of errors. The total possible causes of errors are from Interlingual Errors as much as 19 (48.72%) occurrences of causes of errors and Intralingual Errors as much as 20 (51.28%) occurrences of causes of errors. The causes of errors from Interlingual Errors category are from Overextension of Analogy as much as 13 (33.33%), Transfer of Structure as much as 4 (10.26%) occurrences of causes of errors and Interlingual/ Intralingual as much as 2 (5.13%) occurrences of causes of errors.

The causes of errors from Intralingual Errors category are from Overgeneralization as much as 1 (2.56%), Ignorance of Rule Restriction as much as 13 (33.33%) occurrences of causes of errors, Incomplete Application of Rules as much as 4 (10.26%) occurrences of causes of errors, and False Concepts Hypothesized as much as 2 (5.13%) occurrences of causes of errors.

Based on her findings, the writer finds that the Ignorance of Rule Restriction in Intralingual Errors category is the most erroneous as much as 13 (33.33%) causes. From the research findings, the writer finds that the Intralingual has the greatest contribution in students' errors. However, the Interlingual 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 Analytical Essay.

Besides that, the writer finds that there are 15 students out of 41 students (36.59%) who do not make any single errors of Simple Present Tense in their writings. There are two possible reasons why they do not make errors of Simple Present Tense in their writings. The first reason is they were really well-organized when doing and constructing their writings. Furthermore, they made an outline and draft before going into the final writing. After that, they proofread their writing to see whether there were still mistakes on grammar. The second reason is they have read a lot, and they know the grammar rules (simple present) very well rather than their friends.

Moreover, according to the writer' study, the learning process and the ability in using Simple Present Tense of the Writing III students of the English Department of Faculty of Teacher Training and Education Academic Year of 2015 have developed than the previous academic year. Therefore, the Writing III students of the English Department of Faculty of Teacher Training and Education of the Academic Year of 2015 make fewer errors than the students of the previous academic year.

## **5.2. Suggestions**

Based on the findings from her study, the writer would like to present some suggestions to lecturers and two suggestions for Writing III 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 III 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 which are related to Overextension of Analogy and Ignorance Rule of Restrictions. By giving more explanation and exercises of Simple Present Tense which are related to Overextension of Analogy and Ignorance Rule of Restrictions, lecturers will be able to help students in comprehending and using the Simple Present Tense, especially in writing.

To avoid the students from writing only few sentences in their writing, the lecturer can also write the points to be made present in the students' writing, like the introduction, the main points, and the closing. Moreover, the lecturer can also set how many sentences should be in the students's writing, instead of writing inadequately just to avoid making mistakes.

The next suggestion is for the students. Students should study more about grammar rules of Simple Present Tense and do more writing exercises. Besides that, 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.

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 but also interviewing the students.

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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