CHAPTER V

CONCLUSION

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

5.1 Summary

Being interested in the students' errors in using causative "have" or "get", the writer decided to make a research on the errors in using causative "have" or "get" made by the third year students of SMA YPPI I Surabaya. Here, the writer administered the tests, then she noted down all the errors made by the students. After that, she classified those errors according to their types and put them in a rank order. Finally, the results of her study show that the most errror type that had been made by the students is errors of verb (32,3%), the second is errors of causative "have" or "get" (23,1%), the third is errors of infinitive marker 'to' (17,5%), the fourth is errors of subject (15,3%), and the last is errors of word order (11,8%). These types of errors are divided into sub-error types. Among the sub-error types, the writer finds that the most errors

occur is misuse of auxiliary verb of causative "have" or "get" (54,3%), misuse of causative "have" or "get" (26,2%), misuse of subject of the main clause (50%), misuse of the subject the embedded clause (50%), misuse of past participle verb (64,6%), addition of infinitive marker 'to' (37,8%), omission of infinitive marker 'to' (62,8), misplacement of object (27,7%), misplacement of two-word verb (25,9%), and misplacement of prepositional phrase (20,5%), in the mean while, the other sub-error types such as: omission of auxiliary of causative "have" or "get", omission of verb, misuse of infinitive verb, misplacement of auxiliary verb of causative "have" or "get", and other misordering words decrease from 19,5% to 7,8%.

5.2 Suggestions

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:

1. The teacher should give more exercises on the past participle verb forms to the students. It is done because based on the findinds of this study the highest errors the students make is errors of verb.

2. The teacher should emphasize her teaching on the singularity and plurality of nouns. This makes the

students more aware of which auxiliary or causative
"have" or "get" that can be used with singular nouns
and which auxiliary or causative "have" or "get"
that can be used with plural nouns.

3. The teacher should emphasize her teaching on the
   tenses. By doing so, the students can be more
   aware about the tenses they should use in using
   causative "have" or "get".

4. The teacher should explain when the students have
   to use the infinitive marker 'to' and when they
   should omit it.

5. The teacher should ask some students to go
   blackboard and point out which is the subject of
   the main clause and which is the subject of the
   embedded clause. By doing so the students know
   clearly about the subject.

6. The teacher should give a clear explanation about
   the forms of causative "have" or "get" in active and
   passive form. It is done in order that the students
   could avoid making misordering errors.

   This study is no guarantee of perfection, thus
the writer suggests it be continued using different kind
of instruments, more time and more samples from
different schools in order that the result can reflect

students more aware of which auxiliary or causative "have" or "get" that can be used with singular nouns and which auxiliary or causative "have" or "get" that can be used with plural nouns.

3. The teacher should emphasize her teaching on the tenses. By doing so, the students can be more aware about the tenses they should use in using causative "have" or "get".

4. The teacher should explain when the students have to use the infinitive marker 'to' and when they should omit it.

5. The teacher should ask some students to go blackboard and point out which is the subject of the main clause and which is the subject of the embedded clause. By doing so the students know clearly about the subject.

6. The teacher should give a clear explanation about the forms of causative "have" or "get" in active and passive form. It is done in order that the students could avoid making misordering errors.

This study is no guarantee of perfection, thus the writer suggests it be continued using different kind of instruments, more time and more samples from different schools in order that the result can reflect

much more of the real problem encountered by the
students of the third year of Senior High School when
they learn causative "have" or "get".

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