CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1. Conclusion

There are two statements of the problem which become the basis of the study. The first statement of the problem is "What are the types of errors in Simple Present Tense which the Writing IV students often made in the discussion essays". Meanwhile, the second statement of the problem is "What are the possible causes of Simple Present Tense' errors in the discussion essays made by Writing IV students".

Referring to the statements of the problem, the writer found out that there were 256 errors in Simple Present Tense. The types of errors which were often made by the students are Misformation (107 errors; 41.80%) and Omission (106 errors; 41.41%). In Omission errors, Omission of '-s' which took 62.26% (66 errors out of 106) is the most problematic (see table 4.3. on page 42); meanwhile in Misformation errors, Alternating Form type is the most problematic (see table 4.4. on page 42), especially the type of misusing Simple Past Tense to substitute Simple Present Tense which took 46.73% (50 errors out of 107).

Omission of '-s' errors are possibly considered as Interlingual and Intralingual errors. In Interlingual Error, the main possible cause is Transfer of Structure. The student did not add '-s' to the verb of the singular subject.

Meanwhile, in Intralingual error, there are 4 main possible causes: (1) Ignorance of Rule Restrictions with –s Ending, (2) False Concept Hypothesized of 'third-person singular/ plural subject' (3) False Concept Hypothesized of 'verb forms in Simple Present Tense', and (4) Incomplete Application of 'verb form in Simple Present Tense'.

Meanwhile, the Misusing of Simple Past Tense to substitute Simple Present Tense errors is possibly considered as Intralingual errors. The main possible cause is False Concepts Hypothesized of Simple Past Tense.

From the research findings, it can be concluded that native language does not significantly affect the use of the Simple Present Tense, but the Intralingual does. As a result, the problem is actually how the students acquire the Simple Present Tense at the very beginning of their target language acquisition. Although some special cases like fossilization might happen to the students, the lecturers have to be active in "fixing" the students' concept of Simple Present Tense. Students can still substitute their wrong past knowledge with the new correct knowledge.

5.2. Suggestions

Firstly the writer would like to discuss the way humans learn a language. It is believed that every human has Language Acquisition Device (LAD) which means that humans are able to produce their own interpretation of the language from the inputs they get. From this, there are two processes which are important

in the language acquisition: (1) the input process, and (2) the intake process. Teachers cannot do anything with the intake process since it is a mental process which occurs in students, but teachers can do something in input process. In input process, there are two important elements needed to be looked carefully: (1) the inputs and (2) the ways of inputting the knowledge.

First, the inputs are essential. If the students get the wrong inputs of English tenses, they might interpret them wrongly. Although humans are able to substitute the wrong past knowledge to the correct new knowledge, the students might have fossilized the wrong knowledge, which makes them hard to substitute the wrong past knowledge of the Simple Present Tense with the correct ones.

Second, the ways of inputting the knowledge play a crucial role in learning a language. Actually, there are various inputs the students might get, one of which is teacher. Teachers, not only the ones who are teaching the students in this time, play crucial role in the language acquisition process. If the teachers teach the students with the wrong techniques, the students will not be able to obtain the lesson well. For example, if the teachers keep repeating the same tenses, the students possibly apply the same rule to the other tenses. However, if the teachers rarely drill their students with grammar exercises and only drill them with reading, the students' grammar input might be bad because they are only interpreting from the readings they read. As teachers, it is important to implement the right approach for teaching. Every student has previous knowledge, and it is very important to acknowledge the previous knowledge of each student.

Previously in conclusion, the most problems occurred in Simple Present Tense are in the way of omitting '-s' to the verb and substituting Simple Present Tense with Simple Past Tense. Since it is found that these errors are mostly considered as Intralingual errors, it is possible that these errors are caused by the students' mental processes, not the native language interference. From these findings, the writer would like to give suggestions in two main points: (1) training approach and (2) peer-review.

The lecturer can give intensive trainings to the students who have certain grammatical difficulties. There are some steps to do the training: (1) the lecturer re-explains the Simple Present Tense in the correct form for several times until the students comprehend the use and the form of the tense, (2) the lecturer gives some grammar exercises which support their teaching, and lastly (3) the lecturer gives a test to determine whether the students have comprehended the Simple Present Tense. To support the training, the teachers can also suggest the students to read more English books which have the correct use of Simple Present Tense so that the students will be unconsciously exposed to English and the teachers can give writing tasks so that they can measure whether the students can apply the Simple Present Tense well.

Another approach is peer-review. The writer would like to suggest this since peer-review will make the students realize their errors from correcting their friends' errors and getting corrections from their friends. In peer-review, students will not only learn about correcting errors but also doing team-work. Peer-review

can be done after the students finish making their essay; the lecturer asks the students to exchange their writings to the other students, vice versa. In the end, the students will get a lot of comments and corrections from their peers about their writing.

Above all the suggestions, the writer realizes that this study is far from being perfect. The writer would like to give suggestions to the future researchers of Simple Present Tense' errors. This study contains some weaknesses, one of which is the inability to know the real causes of the errors. It is hoped that on the next study, the researchers can conduct an interview to know the real cause of the errors and get the exact data of the causes of errors. Hopefully, this thesis can contribute to the English teaching and learning process, especially in the teaching of the Simple Present Tense and discussion essays.

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