CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, the writer would like to present the conclusion and some suggestions in accordance with this study.

5.1 Summary and Conclusion

Realizing the fact that the second year students of SMPN 11 Surabaya still have difficulties in constructing present perfect tense correctly, the writer decides to conduct a research on it to classify these errors and find the sources of errors.

First of all, the writer made the test, consulted the test to the writer's advisor ad the result of the test was 0,832947. It is realiable. Then. she gave the test in present perfect tense to the second year students of SMPN 11 Surabaya, noted down all of the errors made by the students, classified those errors according to their types and put them in the rank order.

The result of her study showed that error of misformation was the highest level (76.50%). The second error was error of omission (11.48%). The third error was error of addition (9.67%). The fourth error was error of

misordering (2.35%). These types of errors are divided into some sub-error types. Among these sub-error types, the most errors occured in the choice of auxiliaries (39.56%), the wrong choice of verbs (36.94%), omission of auxiliaries (3.04%), miscellaneous omission (8.44%), generalization of addition (9.67%), misordering of auxiliaries (1.63%), and the least miscellaneous misordering (0.72%).

Based on the fact, error of misformation was the highest rank and became the most difficult for the students in constructing present perfect tense. On the other hand, the problem of the word order was less serious to the other errors. Because it was only a few time and stood on the lowest level of all the other error types.

5.2 Suggestions

With regards to the result of this study. 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 a formative test after explaining. In order to know how far the students know present perfect tense.
2. The teacher should retaught present perfect tense if a lot of students make mistakes.

3. The teacher should give a lot of exercises in order to train the students using present perfect tense as co-curricular.

This study is no guarantee of perfection, thus the writer suggests it was continued using different kind of instruments, different subjects, more time and more samples from different school in order that the result will reflect much more of the real problem encountered by students of the first year of SMA after they have learnt present perfect tense at SMP and ***thus*** the ***result will be*** more prefect.

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