

CHAPTER V

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As the conclusions of this study, the writer would like to summarize everything discussed in the previous chapters. She would like to give some suggestions on how to overcome the problems found in this thesis.

5.1 Summary

Based on the writer's experience on the teaching practice program at SMAKr. Pirngadi I Surabaya, she found out many mistakes came out in the students' test papers of conditional sentences. Therefore, she became interested in making a study on errors in the conditional sentences. As the subjects, the writer chose the fourth semester students of SMAKr. Pirngadi I Surabaya to the 1995- 1996 school year. The purpose of this study was to see what kinds of errors the fourth semester students of SMAKr. Pirngadi I Surabaya made in using the conditional sentences and what the causes of these errors are.

This study used the theory of Error Analysis to obtain the data and to analyze the students' errors. For the classification of errors, the writer used Richards' classification namely : Intralingual and Developmental Errors. This classification of errors reflect the learner's competence at a particular stage and illustrate some of the general characteristics of language acquisition, and these classifications did not reflect the learner's inability to separate two languages, in this case interlingual errors.

By administering the test on conditional sentences twice, the try-out and the real test, the writer got the data needed. Then, from the results of the real test, she noted down the errors encountered, classified those errors according to their types, and put them in a rank order.

The errors made by the students could be classified into :

1. False Concepts Hypothesized
2. Incomplete Application of Rules
3. Over-generalization
4. Ignorance of the Rules Restrictions

Among those errors, the mostly found error that the students had made was False Concepts Hypothesized (30%), the second was Incomplete Application of Rules (27%), Over-generalization (22%), and Ignorance of the Rules Restrictions (21%).

5.2 Suggestions

After the writer analyzed and knew the types of errors that the students made on conditional sentences, the writer would like to give some suggestions on how to overcome those errors.

1. For the students who had difficulties in the mostly found errors, that was False Concepts Hypothesized, the writer suggests that :

- A. Teacher should give more understanding and explain to the students that ' Present Tense ' must not be used with ' to-be Present ; and ' Past Tense ' must not be used with ' to-be Past '.
- B. Teacher should also give the students exercises step by step from the first type until the third type of conditional sentences especially on the first and the second

types of conditional because those two rules have something to do with ' Present Tense ' and ' Past Tense '.

2. For the students who had difficulties in the second type of errors, that was Incomplete Application of Rules, the writer suggests that :

A. If the time did not allow to the teacher give more exercises to the students, the teacher should give ' Co-Curricular assignments ' on conditional sentences.

B. The teacher could explain the right complete of conditional sentences and ask the students to correct homeworks and exercises together with the teacher by writing the answers on the blackboard, so the students knew the right complete answers about the rules of conditional sentences.

3. For the students who had difficulties in the third type of errors, that was Over-generalization, the writer suggests that :

A. The teacher should teach and explain the conditional sentences separately, beginning from the easiest type (the first type of conditional) up to the most difficult one (the third type of conditional).

B. After teaching each type of conditional sentences, the teacher should also give exercises on each type of conditional, so that the students have time to memorize and practice the rules of each conditional sentences taught.

C. It was better for the teacher to vary the exercises given after giving exercises on each type of conditional sentences , so that the teacher found out whether the students still got confused or not and the students could avoid boredom.

4. For the students who had difficulties in the least errors, that was Ignorance of Rules Restrictions, the writer suggest that :

- A. The teacher should explain the rules of conditional sentences one by one and more slowly and it was better if the teacher could repeat the explanation for two or three times.
- B. After teaching each type of the conditional sentences, the teacher should also give the students exercises. And for the next section, the teacher could give students ' Post -Test ', so that the teacher knows whether the students have understood and comprehended the materials taught or not.
- C. If the students have not understood and comprehended the materials, the teacher should give the students ' Extra Lesson ' of the topic given.