

CHAPTER V

CONCLUSION

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

5.1. Summary

Based on the writer's experience on the teaching practice program at Santa Agnes Catholic Senior High School Surabaya, she found many mistakes in the students' test papers of Conditional Sentences. Therefore, she became interested in making a study on errors in the Conditional Sentences. As the samples, the writer chose the fourth semester students of Santo Stanislaus Catholic Senior High School Surabaya belonging to the 1989 - 1990 school year. The purpose of this study is to see what kinds of errors the fourth semester students of Santo Stanislaus Catholic Senior High School made in using the conditional sentences, and what the causes of these errors are.

This study uses the theory of Error Analysis to obtain the data and to analyze the students' errors. For the classification of errors, the writer uses Richards' classification; namely: intralingual and developmental errors. These classification of errors reflect the learner's competence at a particular stage and illustrate some of the general characteristics of language acquisition, and they do 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 can be classified into:

- a. Over-generalization
- b. Ignorance of rule restrictions
- c. Incomplete application of rules
- d. False concepts hypothesized

Among those errors, the mostly found error that the students made is over-generalization (= 39.23%), the second is incomplete application of rules (= 33.10%),

ignorance of rule restrictions is the third (= 27.01%), and the least error is false concepts hypothesized (= 0.66%).

5.2. Suggestions

After the writer knew the types of errors 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 have difficulties in the mostly found errors, that is over-generalization, the writer suggests that:
 - a. This time, the teacher should teach the conditional sentences separately, beginning from the easiest type (the first conditional sentences) up to the most difficult one (the third conditional sentences).
 - b. After teaching each type of conditional sentences, the teacher should also give exercises on each type of conditional sentences, so that the students have time to memorize and practice the rules of each conditional sentences taught.

2. For the students who have difficulties in the second type of errors, that is incomplete application of rules, the writer suggests that:
 - a. Teacher should give much more exercises on conditional sentences taught, so that the students can practice more often using the rules of conditional sentences.
 - b. Teacher should also vary the exercises given, so that the students can escape boredom.
 - c. If the time does not allow the teacher to give more exercises to the students, the teacher should give 'Co-Curricular assignments' on conditional sentences to them. This situation helps teacher to continue to the next materials, while the students also get more exercises on conditional sentences.
3. For the students who have difficulties in the third types of errors, that is ignorance of rule restrictions, the writer suggests that:
 - a. Teacher should teach the conditional sentences one by one and more slowly this time, so that the students can comprehend the materials taught well.
 - b. Teacher should also give the students 'Post-Test' after teaching each type of the conditional sentences, so that the teacher can

know 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 ask the students to take part in the 'Extra-Curricular of English subject'.
4. For the students who have difficulties in the least errors, that is false concepts hypothesized, the writer suggests that:
- a. Teacher should give more understanding to the students that 'The Present Tense' must not be used with 'to-be Present' and 'The Past Tense' must not be used with 'to-be Past'.
 - b. Teacher should also give the students more exercises on the first and second type of conditional sentences, so that the students will get used to the patterns of those conditional sentences.

Finally, since this study is a case study, the writer of this study does not intend to claim that the findings of this study - i.e. the errors in using the conditional sentences made by the fourth semester students of Santo Stanislaus Catholic Senior High School Surabaya - are typical to the students of all senior high schools in Indonesia.

BIBLIOGRAPHY

- Brown, H. Douglas, Principles of Language Learning and Teaching, New Jersey, Englewood Cliffs: Prentice-Hall, Second Edition, 1987.
- Chomsky, "Errors", in Heidy Dulay, Marina Burt, and Stephen Krashen, eds., Language Two, New York, Oxford University Press, 1982.
- Corder, S. P., "The Significance of the Learner's Errors", in Jack C. Richards, eds., Error Analysis: Perspective on Second Language Acquisition, London, Longman Group Limited, 1974.
- Departemen Pendidikan dan Kebudayaan, Kurikulum 1984 Sekolah Menengah Atas, Garis-garis Besar Program Pengajaran, Bidang Studi Bahasa Inggris, Jakarta, 1984.
- Dulay, Heidy, and Marina Burt, "Error Analysis: The Study of Learners' Interlanguage", in H. Douglas Brown, eds., Principles of Language Learning and Teaching, New Jersey, Englewood Cliffs: Prentice-Hall, Second Edition, 1987.
- Ellis, Rod, Understanding Second Language Acquisition, Oxford, Oxford University Press, 1986.
- Fifiani, A Preliminary Study on the Students' Errors in Learning English Concord, unpublished thesis, Surabaya, FKIP Universitas Katolik Widya Mandala Surabaya, 1989.
- Finocchiaro, Mary, English As a Second Language: From Theory to Practice, New York, Regents Publishing Company, Inc., 1974.
- Go Ting Siang, Some Errors of Conditional Sentences Made by the Second Year Students of SMA Kristen Petra 3 Surabaya, unpublished thesis, Surabaya, FKIP Universitas Katolik Widya Mandala Surabaya, 1988.
- Gronlund, Norman E., Constructing Achievement Tests, New Jersey, Englewood Cliffs: Prentice-Hall, Inc., Third Edition, 1982.

- Gunarsa, Lanawati, Teaching Conditionals in Large Classes by Using Visual Aids, unpublished paper, Surabaya, FKIP Universitas Katolik Widya Mandala Surabaya, 1982.
- Harris, David P., Testing English as a Second Language, Mc Graw-Hill Book Company, 1969.
- Heaton, J. B., Writing English Language Tests, Singapore, Longman Group Limited, 1979.
- Lado, Robert, Language Testing, London, Longman Group Limited, 1961.
- Richards, Jack C., "A Non-Contrastive Approach to Error Analysis", in Jack C. Richards, eds., Error Analysis: Perspective on Second Language Acquisition, London, Longman Group Limited, 1974.
- Richards, Jack C., and Gloria P. Sampson, "The Study of Learner English", in Jack C. Richards, eds., Error Analysis: Perspective on Second Language Acquisition, London, Longman Group Limited, 1974.
- Sutjiadi, Endriati K., Teaching Conditional Clauses at the SMA, unpublished paper, Surabaya, FKIP Universitas Katolik Widya Mandala Surabaya, 1982.
- Tjandrakusuma, Midrawati, Indonesian Students' Difficulties in Learning Conditional Clauses, unpublished paper, Surabaya, FKIP Universitas Katolik Widya Mandala Surabaya, 1975.
- Tuckman, Bruce W., Measuring Educational Outcomes: Fundamentals of Testing, New York, Harcourt Brace Jovanovich, Inc., 1975.
- Walker, Elaine, and Steve Elsworth, Grammar Practice for Intermediate Students, London, Longman Group Limited, 1986.
- Wardiman, Artono, Penuntun Pelajaran Bahasa Inggris Berdasarkan Kurikulum 1984, untuk SMA kelas II A1 & II A2 (semester 3 dan 4), Bandung, Ganeca Exact, 1986.