

## **CHAPTER V**

# **CONCLUSION AND SUGGESTIONS**

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In this chapter, the writer would like to present the conclusions and some suggestions concerning the study.

#### **5.1 Conclusions**

The result of her study shows that the first kind of errors, that most students make, is error of tense and tense rules. Then, the second kind of errors is error of tense. The third is miscellaneous errors, the fourth is error of tense rules, the fifth is error of tense and miscellaneous error, the sixth is error of tense, tense rules and miscellaneous error. Further, the seventh is error of word order, the eighth is error of tense, tense rules and subject, the ninth is error of subject and finally, the tenth is error of tense and word order. Moreover, her result also shows that from the five hardest problems of item difficulties, most students find difficulties in constructing wh-questions using the present perfect tense and past perfect tense. It seems that they have not mastered these tenses and their rules.

#### **5.2 Suggestions**

Selinker (1972) in Richard (1980:39-41) confirms that there are five processes, which are central to language learning. Based on the findings,

the writer tried to conclude that transfer of training and strategies of second language learning are the most prominent factors toward the students' errors. Besides those two prominent factors, there are other factors causing the students' errors. They are the lack of understanding in transferring of training, strategies of second language communication and overgeneralization of target language linguistic material.

Although there are many factors that influence the students in mastering English and that concern the result of this study, the writer would like to suggest several points, which hopefully could minimize the students' errors. They are:

1. All students should be given a lot of exercises in using wh-question both in spoken and written language.
2. The teacher should emphasize the function and the usage of the tense and the rules of it in constructing wh-questions. This can be done by drilling and giving exercises.
3. The teacher should also encourage the students to do self-study by reading or doing exercises from the books since the teacher is not the only source available.
4. The teacher could drill the students to construct the wh-questions by asking the students to translate Indonesian information questions into English wh-questions.

5. The teacher could drill the students to construct wh-questions by placing them in speaking class activities, which demand them to ask in wh-questions.

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