

## CHAPTER VI

### CONCLUSION

This chapter presents the summary of what has been discussed, the conclusion, and some suggestions concerning the study under report.

#### 6.1 Summary

Based on the fact that the third-year students of most SMA in Surabaya had difficulties in using the 'wish-clause' and that no research on this pattern has been made, the writer decided to conduct this study to determine the elements of 'wish-clause' pattern which were most frequently misconstrued and the causes of 'wish-clause' errors which were mostly made by the students under study.

To obtain the data, the writer administered a test in the 'wish-clause' pattern to the third-year students of A3 of SMA Dapena I in Surabaya. From the results of the test, the writer classified the errors encountered according to their types, and put them in a rank order.

The findings of the present study shows that the elements of 'wish-clause' pattern which are most frequently misconstrued by the students under study

are mostly :

- in the form of the auxiliary (41,1%), with the misuses of auxiliary (55,3%) as the biggest cause.
- in the form of the main verb of the 'wish-clause' (29,1%) with the misuses of the verb form (95,7%) as the biggest cause.
- in the form of the sentence subject (18,6%) with the change of the main clause subject (50,7%) as the biggest cause.
- in the form of the negative marker (8,1%) with the omission of negative marker (81,7%) as the biggest cause.
- in the form of the verb 'wish' (3,1%) with the omission of '-es' of the verb 'wish' (97,8%) as the biggest cause.

These findings show that the most difficult element of 'wish-clause' pattern lies in auxiliary since the percentage is the biggest (41,1%) and the easiest one lies in the verb 'wish' since the percentage is the smallest (3,1%).

## 6.2 Conclusion

From these types of errors and their causes, the writer found that Errors of Sentence Subject were the result of the learners' strategy of second language

learning and language transfer; Errors of the Verb 'Wish' were caused by language transfer; Errors of Negative Marker were the result of transfer of training; errors of the Auxiliary were caused by language transfer; while Errors of Verb were the result of over-generalization and language transfer.

### 6.3 Suggestions

Having found out that the subjects under study mostly misused the auxiliary, the verb form and the sentence subject, and omitted the negative marker and the verb 'wish', the writer would like to suggest that:

1. The teacher gives more exercises on the 'wish-clause' pattern to the students. If the time allocated to practice this pattern in the classroom is limited, it is better for the students to get homework.
2. The teacher explains the material step by step. The first step is that the teacher explains how to change a factual statement into a 'wish-clause'. After that, he gives exercises which require the students to change a number of factual statements into 'wish-clauses'. If the teacher is sure that the students

have already mastered the material, he can continue explaining how to change a 'wish-clause' into a factual statement. In this step, the teacher gives exercises which require the students to change a number of 'wish-clause' into factual statements. If the teacher is sure that the students have already mastered the material, he can give exercises which require the students to change a number of factual statements into 'wish-clauses' and to change a number of 'wish-clause' into factual statements.

3. The teacher gives a test on the tenses which are required in constructing the 'wish-clause' to the students before the students get the 'wish-clause' test so that the errors in the form of the auxiliary and the verb can be minimized.
4. The teacher should remind the students that the 'wish-clause' in English is not the same with the one in Indonesian. This can be done by giving some examples and comparisons between the 'wish-clause' in English and the one in Indonesian while explaining the 'wish-clause' pattern. The important elements in 'wish-clause' in English, such as the auxiliary, the verb form and the addition or omission of '-es' of the verb 'wish' must be stressed several times.

Realising that this study is no guarantee of perfection, the writer suggests that further study on English 'wish-clause' needs to be conducted. The study should use more samples from different schools and sophisticated research techniques to determine the element of 'wish-clause' pattern which are most frequently misconstrued and to determine the causes of errors which are mostly made by the students of SMA in Indonesia.



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