

CHAPTER V

CONCLUSION AND SUGGESTIONS

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

5.1 Conclusion

Realizing the fact that the third year students of Stella Maris Junior High School still had difficulties in constructing wh-questions correctly, the writer decided to find the elements of wh-questions pattern which had been mostly misconstrued by these students. In addition, the writer would also like to try to predict the cause of the students' errors. However, to administer one aspect as the source of error will result in hasty generalization, whereas the process of learning a foreign language involves the external and external factors.

The result of her study showed that the element of wh-question which had been mostly misconstrued was the auxiliary (Conversion Type = 37.18%, Rearrange-Conversion Type = 32.68%); the second element misconstrued was wh-word (Conversion Type = 28.84%, Rearrange-Conversion Type = 29.56%); the third element misconstrued was the verb (Conversion Type = 18.37%, Rearrange-Conversion Type = 20.47%); the fourth element misconstrued was the subject (Conversion Type = 14.64%, Rearrange-Conversion Type = 15%); the fifth element misconstrued was word order (Conversion Type = 13.96%, Rearrange-Conversion Type =

13.97%). This result almost the same with what Ernawati has. In her study, the most misconstructured element was the auxiliary, while the element which were more or less the same misconstructured was the wh-word, the word order and the verb. The following table is presented to summarize the discussion in this paragraph.

Table 5.1
Rank for Difficult Elements

No	Element	Percentage Type A	Percentage Type B
1	Auxiliary	37.18%	32.68%
2	Wh-word	28.84%	29.56%
3	Verb	18.37%	20.47%
4	Subject	14.64%	15%
5	Word Order	13.96%	13.97%

Selinker (1972) in Richard (1980:39-41) confirms that there are five processes, which are central to language learning. Based on the interpretation of the finding (4.4), the writer tried to conclude that transfer of training and strategies of second language learning are the most prominent factors toward the students' error. Besides those two prominent factors, there are other factors contribute to the students' errors. They are *transfer of training, strategies of second language communication and overgeneralization of target language linguistic material.*

5.2 Suggestions

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 that:

1. All the students at the beginner level should be given a lot of exercises in using wh-questions. The teacher should vary the wh-words and avoid using the same wh-words all the time.
2. The teacher should emphasize the existence of auxiliary in constructing wh-question, for example by drilling.
3. The teacher should emphasize the form of the verb by asking the students to memorize the form of verbs or may be by drilling.
4. The teacher should also encourage the students to be able to self- study by reading or doing exercises from other books since the teacher was not the only source available.
5. This study can be continued by using sophisticated instruments and research techniques to find causes of the errors encountered in order to give better remedial teaching. There are also things to do, such as to enlarge the population of the study and to add the variation of the instrument.

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