

CHAPTER V

CONCLUSION

This chapter consists of two parts: a summary which briefly reviews what has been discussed in the previous chapters and some suggestions which deals with the findings of this study.

5.1 Summary

Based on the fact that at the time of her teaching practice most of the students of **SMAK PIRNGADI** had problems in determining the subject of English sentences, the writer becomes interested in making a study to find out which types of English subjects most of the students find hard to learn.

There are four theories underlying this study. They are Contrastive Analysis (CA), Error Analysis (EA) the procedures of which were used to obtain the data for this study, Interlanguage (IL) which were used as supporting theories in this study, and Kinds of subject.

In order to obtain the data for this study, the writer administered an objective test in which the students have to underline the subjects of the sentences to the third year students of **SMAK PIRNGADI SURABAYA**. The number of the items in the test is 80, consisting of 20

number of items about Nouns as subject, 5 number of items about Adjectives as subject, 5 number of items about Adverbs as subject, 10 number of items about Passive Verbals as subject, 5 number of items about Infinitives as subject, 5 number of items about Gerunds as subject, 20 number of items about Phrases as subject, 10 number of items about Clauses as subject.

The writer noted down all the errors encountered, classified them according to their types, counted them, and put them in a rank order. The result of this study shows that the types of errors which had been mostly made by the students was error of Clauses (27,91%), the second was error of Passive verbals (27%), the third was error of Phrases (22,63%), the fourth was error of Gerund (17,92%), the fifth was error of Infinitives (17,68%), the sixth was error of Adverbs (15,6%), the seventh was error of Nouns (6,42%), and the last was error of Adjectives (6,18%).

Having found the errors in this study, the writer interpreted that some of the students have not mastered about the subjects of sentences. They were still confused in underlining the subjects of the sentences, they did not know which of the right subjects of the sentences, and they were still confused to differentiate between the subject of the sentence and the object of the sentence.

5.2 Suggestions

Considering that the students of SMAK PIRNGADI SURABAYA still have difficulties in determining the subjects of the sentences, the writer would like to give some suggestions that might be useful for the readers, particularly the English teachers as follows:

1. The teacher should give more explanation about the function of words in order the students can differentiate which one is the subject, verb, and object of the sentence.
2. The teacher should explain that subjects of sentences do not only contain of nouns that derive from thing, place, animals, etc, but a subject may derive from an adjective, an adverb or a verb, like in Gerund, Infinitive or Passive Verbal.
3. The teacher should explain more about Clauses, Passive verbals, Phrases, Gerunds, Infinitives, Adverbs, Nouns, and Adjectives, in order they do not make mistakes in those kind of lessons.
4. The teacher should give more exercises in constructing English sentences, so the students are able to make good sentences with the correct arrangement.
5. The writer realized that this study is far from being perfect, therefore she hopes that there will be some other researchers doing similar studies concerning

errors in determining the subjects of sentences using better instruments and research techniques to get better results.

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