CHAPTER V

CONCLUSION

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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

Being interested in the students' mistakes in using the English modal auxiliaries, the writer decided to make a research on the errors in using the English modal auxiliaries made by the first year students of St. Louis I Catholic Senior High School Surabaya as the sample group. This study is used to see the types of errors in learning modal auxiliaries and also to describe the difficult modal to be learnt.

This study used the theory of Error Analysis to obtain the data and to analyze the students, errors. For the classification of errors, the writer used Richards'; namely ignorance of rule restrictions and false concepts hypothesized which can be applied in classifying the errors in using modal auxiliaries.

By administering the test on modal auxiliaries 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.

Among those errors, the quite serious error made is false concepts hypothesized (=80.12%) and the other, ignorance of rule restrictions (=19.88%) is not as serious as the former. The most difficult modal auxiliary is 'Shall' (=18.8%), the second is modal auxiliary 'Would' (= 13.8%), and the next are modal auxiliary 'May' (=13%), modal auxiliary 'Must' (=12%), modal auxiliary 'Will' (=9.9%), modal auxiliary 'Might' (=9.6%), modal auxiliary 'Could' (=9.6%), modal auxiliary 'Should' (=6.8%), and the easiest is modal auxiliary 'Can' (=6.5%).

5.2 Suggestion

After the writer knew the types of errors the students made on modal auxiliaries, the writer would like to give suggestions on how to overcome those errors.

1. For the false concepts hypothesized was the serious errors found in learning modal auxiliaries, the writer suggests that the teacher should give obvious explanation about the use of each modal auxiliary. It is

better if the exercises not only written but also in
conversation since learning modal is more useful in
the form of dialogue.

2. For the errors of ignorance of rule restrictions can
   be overcome by giving explanation to the students that
   modal auxiliaries also has past form. Besides, giving
   more exercises is better for the students' improvement
   in learning the English modal auxiliaries.

3. For the most difficult modal auxiliary 'shall', the
   teachers should prepare more exercises about 'shall'
   in order that the students will be familiar with the
   use of it.

Finally, since this study is a case study, the
writer does not intend to claim that the findings of this
study - i.e. the errors in using the English modal auxili-
aries made by the first year students of St. Louis I
Catholic Senior High School Surabaya - are typical to the
students of all senior high schools in Indonesia.

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