

CHAPTER FOUR

CONCLUSION

There are four categories of errors, they are: **Omissions**, **Additions**, **Misformations**, and **Misorderings**. Based on the data, there are five **Omissions**, four **Additions**, four **Misformations** and two **Misorderings**. Most learners have not understood how to put the correct form, for example, by using to be or by not using -s/-es in the simple present tense verb, by using bare infinitive in the simple past tense verb, by using the wrong order in the simple present continuous tense, etc.

The number of **Omissions** takes the most significant portion that outnumbers the other categories as the learners do not understand how to apply the correct rule in the tense. The students have omitted the form needed in the tense, such as to be, -s/-es, etc. The reason for making the errors is that the students have not completely understood how to produce grammatical sentences.

Based on the observation, it is discovered that many students do not understand the rule and they are still confused about differentiating to be, a singular or a plural subject, and the regular or the irregular verbs. The students have been unable to apply the correct rule because they do not understand the English grammar. The English grammar is not the same as the Indonesian

grammar because the students must know the moment of an event in order to apply the correct tense and the rule of the tense in the English grammar.

The findings show the following for each of the three categories, there are eleven **Intralingual Errors**, one **Developmental Errors**, and two **Unique**. The biggest number of the reason for making errors is **Intralingual Errors**. The explanation shows that the students do not understand the English grammar. It can be seen in the data that many students have answered the question by using the incorrect form of to be in the simple present continuous tense. However, there are some students who have used the correct form of to be in giving their answers.

Out of twenty-one students, I find that not all the students have made the errors, as some students have been able to answer the questions by using the correct tense and the correct form of to be for each subject. Some students are still confused about the subject whether it is singular or plural and they do not completely comprehend the English grammar. In other words, they can give the correct answer if they have known when the events happen so that they can consider the appropriate tense and the rule of each tense.

Based on the findings, it is obvious that a second language is not easy to learn for beginners. They are not used to using their second language; on the other hand, they are more accustomed to their first language. However, it does not mean that the students cannot learn a second language. They need a process to learn another language so that they are able to understand the structure and to apply the correct rule in their second language.

The discussion focuses on grammar in order that the students can understand how to produce grammatical sentences. The students can learn

grammar from their English teacher or they can take a private course. Some students can ask their friends who have understood the subject. These are just some examples in order to help the students to understand and to produce grammatical sentences in their second language.

The teacher in SD Negeri Sukasari II, Bandung must pay more attention to their students not only focusing on the vocabulary but also on the tenses. While the students must learn more to understand the rule, remember which are the regular and the irregular verbs, and the structure in making the subject, the predicate, and the object in sentences. The students have to understand the rule of using the simple present tense, the simple present continuous tense and the simple past tense, the tense rule, and the regular and the irregular verbs. As a result, the students can use the correct rule of the tense fast and easily.

The teaching method is a way to help the students to understand the subject. One of the methods is using games which are related to the subject, especially the tense, so that the students will remember the grammatical rules easily and to have fun while giving the correct answer. The teacher can ask them to get into a small group in a circle of about three or four students. Then they can answer the questions which are related to the game.

This analysis is quite different from the theory. Other researchers find that **Developmental Errors** is the common reason for making the errors for students at the Elementary level because they are used to using their first language. Accordingly, the students will translate their first language into their second language. **Developmental Errors** happens when the students translate from their first language into their second language.

The discussion in Error Analysis will help the students to understand grammatical sentences. In getting the data, it will be better to ask the students to write an essay based on their chosen topics or to write a journal based on the pictures. The error will be seen clearly after a researcher interviews the learners about the incorrect sentences.

It is better for a researcher to use a tape recorder during the interview because the researcher can check the interview result and write the transcriptions. The interview is very important in doing an analysis like this to know whether it is a mistake or an error and to know the learner's reason for making the errors. Thus, as a researcher has to interview each learner so a researcher needs to locate about twenty minutes for each interview. A researcher needs the time because some of the learners have not answered the questions in the interview so we must be smart to make a learner answer it.

For further research, it will be better to compare the private school students and the public school students or to compare the different levels. Therefore, the researcher will know the difference between the students' ability in each school or the different levels in the same school. In presenting the data analysis, it is easier for the readers to understand the ideas through a graph, a pie chart, or a bar chart by either using the number or the percentage.

Word Count: 1,064