

## CHAPTER FOUR

### CONCLUSION

This study investigates the errors in the use of the English tenses in two short stories taken from an anthology entitled Pieces of Life, written by the students of Creative Writing class in 2008. In this paper, the writer analyzes the two short stories entitled “I Am a Hero” and “Hallucination in My World.” The two short stories were chosen to be analyzed because up to the present time, the writers are still available to be interviewed whereas the others have left. The interview is needed in this research to check the story line or the meaning of unclear words in their short stories.

In this chapter, I present some concluding points that are related to the purposes of this study, which are (1) to identify types of tenses error that the students make in their short stories, and (2) to identify the causes of the tenses errors.

In Data 1 and Data 2, the interlingual errors such as, I go to the cinema yesterday, can not be found. The errors which are found in Data 1 and Data 2 do not show the interference of the mother tongue but they are caused by faulty or partial learning of the target language, rather than from language transfer. For example in Data 1, p.50, l.11, \*When mom is talking about her gladness feeling, dad interrupted, which has been revised When mom was talking about her gladness feeling, dad interrupted. The example can not be categorized into

an interlingual error because it does not show the interference of Indonesian language. It is difficult to say that this example belongs to an interlingual error because Indonesian language does not have tenses. However, it can be categorized into an interlingual error if the writer writes \*When mom talk about her gladness feeling, dad interrupt. That example shows the interference of mother tongue because in Indonesian language we simply say, *ketika ibu sedang bercerita tentang kebahagiaannya, ayah menyela*. The fact that Interlingual errors are not found in the data makes the non-contrastive approach is used in this thesis.

As a matter of fact, the analyzed data in this study contains various errors. Nevertheless, only the errors in the use of the English tenses are discussed; as a result, only three types of errors are found in Data 1 and Data 2, which are errors in the production of verb group, errors in the distribution of verb group and miscellaneous errors; in addition, it can be seen that the errors are caused by the writers' ignorance of rule restriction and false concepts hypothesized.

In Data 1 and Data 2 the miscellaneous error is the type of error that is most frequently made by the writers. The second is the distribution of verb group and the third is the production of verb group. There are thirty errors that are classified as the miscellaneous error. Data 1 and Data 2 show that the most frequently type of error which has made by the writers is miscellanous error, which consists of only the error in tense sequence. From the Data 1 and Data 2, it can be seen that the writers tend to mix present tense and past tense in one sentence referring to the past. For example, Data 1, p.50, l.18, Mom was shocked and she remains silence for few hours, which has been revised into Mom was shocked and she remained silent for few hour. In Data 2, the same error is also comitted. It can be seen from p. 51, ll. 8-10, We were scared and we

leave..., which has been revised into We were scared and we left.... Besides, the writers also tend to mix present tense and past tense in a reported speech. For example, p. 49, ll. 24-26, she explained that she is not..., which has been revised into ...she explained that she was not.... The same error is also found in p. 55, ll. 14-15. For example, He said that my development is..., which has been revised into He said that my development was....

The distribution of verb group takes the second position of the type of error which are frequently made by the writers. There are twenty eight errors which are categorized into the distribution of verb group and only the errors in the use of tenses are classified as the distribution of verb group. From Data 1 and Data 2, it can be seen that the error in the use of present tense is frequently committed by the writers. Both of the writers frequently use simple present tense instead of simple past tense when they are retelling an event referring to the past. For example, sentence of Data 1, p. 49, ll. 14-15, Finally my mom understands..., which has been revised into Finally my mom understood....

The production of verb group is the most infrequent type of error which has made by the writers. In Data 1, there are only two errors classified as the production of verb group whereas in Data 2, there is no error which classified as the production of verb group. In Data 1, it can be seen that the writer has made the errors in presenting present perfect tense form. The two wrong forms of tenses which have been made in Data 1 indicate that the writer was rather careless in writing the short story. For example, p. 48, ll. 5-9 and p. 50, ll. 12-13 of Data 1, "...I have already being mad..." has revised into "... I have already been mad..." and "...I ever known..." has revised into "... I have ever known..."

From Data 1 and Data 2, it can be seen that false concepts hypothesized becomes the main cause of the errors in these stories owing to the fact that the most frequently errors that the writers have made are errors in the use of tenses

and tense sequence. Their mother language can be the reason for the writers to apply the wrong tenses in their stories. They might have found difficulties in applying English tenses because the Indonesian verbs do not show the time when the action happens.

Ignorance of rule restriction is not the dominant cause of errors in Data 1 and Data 2 on the grounds that the most infrequent errors which were found are errors in applying tense forms. It can be concluded that the writers did not find difficulties in applying the rules of tense form because tense form is simple and easy to be memorized.

From all the findings, it can be estimated that the writers had insufficient efforts in writing their stories. The findings also reveal that the writers have not mastered the English tenses. It would be useful for the writers to keep practicing English tenses. They should choose one particular time in presenting the story, and stick to it. It is also important for the students to use the time expression like yesterday, already, now, tomorrow, etc to minimize the possibility of making errors in the use of different tenses.

This study has analyzed only two short stories. In future, relevant studies are recommended to analyze more short stories in order to result in more findings and a deeper discussion and interpretation of the student's creative writing.

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