

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is the last chapter which dealing with the conclusion of the whole research result and elaborates some suggestions relating to the relationship between functional grammar mastery and common error on verb tense application.

5.1 Conclusion

Based on the result of the study, after presenting the findings of this research in chapter IV, researcher has some conclusions. First, there is positive and weak correlation between functional grammar mastery and common error on verb tense application. It means that functional grammar mastery has positive contribution to the common error on verb tense application. Functional grammar mastery can affect better to achieve their writing based on the statistical calculation, it shows that functional grammar is not significantly correlated with their common error on verb tense application at 5% level (2-tailed).

Second, After analyzing functional grammar mastery which is applied with TOEFL test for XI IS 3 SMA NEGERI 1 KEBOMAS, it is able to be concluded that their mastery in functional grammar was still low based on the average score of functional grammar mastery was 66,67 From the table above, the lowest score is 40 and the highest score is 80. Moreover in common error is able to be concluded that their common error in verb tense application was minimally done in percentage 23% based on the average score of FREE WRITING was 75,3 From

the table above, the lowest score is 40 and the highest score is 100. The other words we can conclude if they have good mastery in functional grammar, they are going to make minimally error on verb tense application which represent in FREE WRITING score.

This finding research can also consider and clarify the previous research such as Beikoff (1996) gives a positive report in *Daily Telegraph* that functional grammar was successful when it was used to teach early literacy, Chen Jing (2010) Results from his study indicate that the experimental group, who were taught functional grammar to analyze texts, achieved greater progress in writing than the control group who continued with traditional grammar at the general level. Finally overall this finding research can answer that there is no responsibility between functional grammar and common errors on verb tens application.

5.2 Suggestion

It may be checked their paradigm through the different rules between English and Indonesia to support the predictive matter given based on the research finding. More than anything else, teacher's paradigm needs also to be checked as some predictive particulars probably. Logically if the teacher explains minimally about the rules itself, the student will get the lack of grammar understanding too. This finding research may be the reference for English teacher to determine which the better approach is to be applied in classroom to engage student's skill exactly about the rules in writing and further researcher to reach the main problem which indicates through common error on verb tense application.