CHAPTER V

CONCLUSION

1. Based on the data analysis, the students' ability in using "to be" is fairly bad. It is chiefly indicated by the average score of the test results that only reach the point 53 (the maximum point is 100).

2. The students' difficulties almost range equally in all classified types. The data analysis illustrates that the percentages of the respondents who correctly answer the problems are nearly in the same scores. In the aspects of "to be" as ordinary verbs (items 1 to 8), "to be" as auxiliary verb (items 9 to 16), and "to be" in additional functions (17 to 20), their percentages are **55.25%, 55.65%,** and **43.45%.** In the same respects, the percentages of the students' who correctly answer the test problems in the aspects of the concord and time tenses also range in the same scores as in the aspects of "to be" in singular present forms (items 1,2, 9, 10, and 17), "to be" in plural present form (items 3, 4, 11, 12 and 18), "to be" in singular past form (items 5, 6, 13, 14, and 19), and "to be" in singular plural form (items 7, 8, 15, 16, and 20) their percentages are **53.80%, 52.86%, 52.86%,** and **52.86%.**

3. The data analysis of the students' responses towards the questionnaires shows that the *"deductive discovery"* is the commonest type of the solution taken by the students. The average score for this type is **71.2.** However, the solution of the *"guided discovery"* tends to be the least common one as it only reaches the score

52.9. This illustrates that the *"deductive discovery"* is more common to be taken by the students than the *"guided discovery"*. In this respect, item 1 (reading a grammar book) is the commonest solution (the score is **78.1**) and item 8 (waiting for teacher's explanation is the least common solution (the score is **51**).