

## 5. CONCLUSION

From the previous chapter, the writer finds that there are only six types of errors in the production of verb groups (both in the present and past tense) that are produced by the students of Writing I of the English Department in their midterm paper. They are errors in the production of be + verb stem for verb stem, errors in the production of verb form after modals, error in the production of verb forms, error in the production of verb stem for verb stem + -s, error in the production of be omitted before verb stem + -ed, and the last is error in the production of be omitted before verb-ing. The type of error that is not found by the writer is error in the production of verb form after 'do' both in present or past tense.

Meanwhile, from each part; present and past tense, the type of errors that is produced the most is different. In the present tense, the students of writing I of the English Department in Petra Christian University more frequently produced error type A (error in the production of be + verb stem for verb stem) in their midterm tests. Then they also produced error type E (error in the production of agreement of verb with subject), error type F (be + omitted before verb stem + -ed), error type C (errors in the production of verb form after modals), D (error in the production of -ed omitted for be + participle verb stem), G (error in the production of be omitted before verb – ing)

In the past tense, the students of writing I of the English Department in Petra Christian University more frequently produced error type F (be omitted before verb stem + -ed) in their midterm tests. The next errors are error type A (error in the production of be + verb stem for verb stem) and error type C (error in the production of wrong form of verb after modal verbs).

From the previous chapter, when the writer adds the errors in the past and present tense, the writer finds that the students of Writing I produced the error type A (error in the production of be + verb stem for verb stem) the most. It may mean that the students of Writing I still lack knowledge of tense and need to be paid more attention on their grammar, especially on simple present and simple past.

From this research, the writer knows that in final draft, there is still error produced by the learners although their drafts have been checked by their assistants. Finally, the writer hopes that by knowing the errors in the production of verb groups produced by the students of Writing I of the English department in Petra Christian University in their midterm assignment, it will be useful for the learners, for teachers and for the Department itself. Teachers can concentrate on materials in which most learners made errors and can also evaluate themselves whether they succeed in teaching or not so that they can improve their technique of teaching. In addition, for the learners who often make some errors on their grammar, they can learn grammar more seriously and do not repeat the same error. Then the Department should be more careful in choosing writing assistants. They should pay attention on the students' grammar and help to tell the students' error and correct it.