

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

In this chapter, the researcher attempts to draw the conclusion of research findings, deal with implication and recommend other researcher concerning this current research. Designing conclusion is first represented and then implication and suggestion include afterwards.

A. Conclusion

The result shows that the frequency of particular *-ing* form usage found in corpus linguistic may indicate learners to construct it as the main pattern and automatically strengthen their linguistic representation. However, the frequency did not fairly compel students' accuracy in composing *-ing* form structures mainly for low-level learners. It occurs low-level students internalize the usage of *-ing* form in the term of its lexical specificity. When low-level learners were expected to other *-ing* form constructions they were more likely to construct in accordance the lexical specificity of *-ing* form.

In addition, the reasons for any misconception do not rise not only because particular types of *-ing* form were rarely used or the fossilized-deviation in learners' mind but as well cross-linguistic influence and adults' maturational cognition as a filter (SPD) that maintains L1 safe from new information (L2)--classifying if or not L2 is related to L1 property. If L2 and L1 are alike, SPD will be not activated and otherwise. Last but not least, some of the misconceptions generally composed and perceived by learners comprise; 1) incomplete

application of rule which is caused by that learners fail to completely apply the rules of target language, 2) ignorance of rule restriction which is caused by that learners overgeneralize the rule of target language, 3) and false concept hypothesized which is something to do with the faulty conception to distinguish particular lexical meaning which more fits to the specific constituent. .

B. Implication

The research findings are aimed at assisting develop materials and set up representative both learning and teaching strategies mainly for teachers. Additionally, regular practices should be assigned for learners to acquire adequate inputs and the development of grammatical representation. Students are better given reading-texts, English portal-news, English-conversation audio and many others. Finally, implicit or explicit knowledge seems like helpful for learners as a feedback so as to prevent fossilized-deviation.

C. Suggestion

The researcher recommends for the further research that [1]the participants are added, [2] further investigation is required to add larger verb choices more than 5, [3] the count of total occurrences is probably multiplied more than 200 and [4]the utilization of some other corpora would enhance the comprehensibility of *-ing* form structure. [4] applying treatment is better given to examine whether or not frequency effect students' use and accuracy of *-ing* form constructions.