

## CHAPTER V

### CONCLUSION AND SUGGESTION

From the discussions in the previous chapters, it can be inferred that Indonesian students learning English produce many errors in their writing or written task. Based on the data analysis in chapter IV the writer, in this part, tries to provide some conclusion. In this chapter, too, the writer would like to offer some suggestions to English – learning students to improve their English competence and to language practitioners (English teachers and researchers ) to locate the students’ errors and to anticipate them.

#### A. Conclusion

The result of this study shows that the third – grade students of SMA Negeri 1 Karanganyar, Klaten, make many errors in their essays of **explanation genre**. In this research the writer finds four hundreds and five errors originated from forty four compositional works of forty four students. The writer uses ‘surface strategy taxonomy’ and ‘Linguistic category taxonomy’ in analyzing the data.

The result of the analysis is that the forty four students’ compositional works produce 405 errors which are grouped into three main categories namely : **grammatical construction, part of speech** and **vocabulary**. The three categories are then elaborated into components which have their own types those are ; omission, addition, misordering and substitution. The elaboration can be cited as follow ; ‘Grammatical construction’ consists of 199 errors that cover ‘bound morpheme’ 108 or 26.67 %, ‘passive sentence’ 28 or 6.91 %, ‘misordering noun phrase’ 14 errors or 3.46 %, ‘Double Modal’; 1 error or 0.25 %, ‘Be’ 32 errors or 7.90 %, ‘verb form’ 5 errors or 1.23 %, omission of subject 6 errors or 1.48 %, addition of subject ; one error or 0.25 %, concord; 4 errors or 0.99 %. ‘Part of speech’ consists of 141 errors making up 34.82 % covers ‘verb’ with 51 errors or 12.59 %, ‘preposition’ with 40

errors that equals 9.88 %, 'Article' with 20 errors that makes up 4.94 % 'Adjective' with 10 errors that is equal to 2.47 %, 'Pronoun' with 9 errors equaling 2.22 %, 'Adverb' with 5 errors that equal 1.23 %, 'Noun' with 3 errors equal to 0.75 %, 'Conjunction' consists of 3 errors that are equal to 0.75 %. Errors on vocabulary is made up of 65 errors or 16.05 %. They are ; 'Similar in meaning, 27 error that equals 6.67 %, 'Similar in form, 20 errors or 4.94 %, and 'Literal translation' consists of 18 errors that is equal to 4.44 %.

The most errors made by students are basically grammatical, especially on 'bound morpheme' that consists of 108 errors equaling 26.67 %. This means that the students haven't mastered the system of 'bound morpheme'. They usually leave out {-s} / {-es} as in the singular verb or plural marker. The students also have a relatively weak vocabulary and their sentences are sometimes incomprehensible. They commit errors in applying sentence structure rules in the English language. Hence, we can infer that the students have problems in acquiring normal grammatical rules in English.

The source of students' errors that the writer finds out is 'Interlingual transfer' and 'Intralingual transfer'. Interlingual transfer is the source of errors due to the interference of the native language system. Intralingual errors are errors that happen due to partial learning of the target language. The writer finds 116 interlingual errors or 54.98 % and 95 intralingual errors or 45.02 % within students errors. This means that interlingual transfer and intralingual transfer are badly influential to the students' writing. It can be concluded that the most errors frequently made by the students fall on grammatical construction.

## **B. Suggestion**

Linguistic analysis of papers written by Indonesian students has shown that their general English level has not yet high. Many errors have been found, analyzed, classified and

described. Their sources have been identified. Two main errors are poor knowledge of English grammar and weak vocabulary. The two main sources are interlingual/ transfer and intralingual transfer.

The analysis allows the writer to provide some suggestions to the English teachers and the students learning English. Last but not least, other Language practitioners, like researchers, teacher researchers, teachers are the other directed persons. At the end of this research paper the writer would like to present some pedagogical implication which might be useful for English teachers in anticipating students' making errors.

### **1. For the English Teachers.**

Under the complexity of grammatical matters, English teachers should shed light on the manner in which students internalize the rules of the target language ( TL ). English teachers are supposed to identify in a systematic manner the specific and common language problems that students have, so that they can focus more attention on the types of errors. The English teachers are advisable to take a deep insight into language learning problems, so that they get information on common trouble – sports in language learning which can be used in the preparation of effective teaching materials. Also, by being able to predict errors to a certain extent, the well – equiped teachers are to help their students minimize or overcome their learning problems.

### **2. For the Students**

Due to the major problems in learning English as the target language, Indonesian students are suggested to learn the target language patiently and rigorously, making notes to make a deeper insight. The students should get accustomed to the main peculiarities of technical and scientific writing. The students are suggested to make notes while reading or learning before they are eventually supposed to revise their grammar. Within their attempts to express their idea in English or produce sentences in English, the students are strongly advised to avoid word – for – word translation, so that they do not produce ill – formed sentences resulting in unacceptability. They should keep in mind the main principles which state that each language is structured uniquely. Therefore, no two

languages are structured alike. It is advisable that students always look up the dictionaries providing contextual example or access electronic data to avoid the interference of the native language systems.

### **3. For Other Researchers**

This study provides many informations that allow others to do a research on error analysis from different perspectives. Different informations in this paper may give inspiration to other researchers to develop knowledge about English. As this reseach has limitation of providing only a partial picture of learners' errors, other reseachers can improve their investigation toward broader objects.