

## CHAPTER IV

### CONCLUSION

#### IV.1. Conclusion

An error analysis demonstrates the real problems that students face (Corder, 1973 in Nasr, 1984 : 118-119). It describes what errors they actually make so that it can be known how to correct them. By describing the errors, it will provide information which features are needed to be furtherly learned.

After analysing the students' works, the writer concludes that students still make some errors in working on their writings especially when they have to write in a language outside their native language. Since writing needs more impeccable language structure, the errors particularly deal with how the ideas are put into words in the suitable forms of grammatically structured English sentences. It can possibly happens since the structure of the second language is different from their native language.

Those errors in grammar can be classified into (1) errors in agreement, (2) errors in using prepositions, (3) errors in using articles, (4) errors in using verb to be, (5) errors in using

tenses, (6) errors in word order, and (7) miscellaneous errors.

The above classification of errors is arranged by the number of errors made by students in their second language writings. Thus, errors in agreement are the most common errors made. It is then followed by errors in prepositions, errors in articles, errors in using the verb *to be*, errors in tenses, and errors in word order. Due to its small percentage, some errors are grouped into miscellaneous errors. Miscellaneous errors contain various errors related to some grammatical features such as word forming, passive voice, the use of relative pronouns and degree of comparison.

It can be said that errors made by students occur because of the strong interference of Bahasa Indonesia. It is probable since the second language grammatical rules is obviously different from the native language. Students are accustomed to the way of thinking in their mother tongue. They think what they are going to say in their native language and try to put them into English sentences as accurately as literal translation. Therefore, some errors are also caused by the students' carelessness, their

unwillingness to read, and the lack of linguistic knowledge.

#### IV.2. Suggestions

In order to help students to avoid making the same grammatical errors in writing, the writer provides some suggestions:

(1) to do a plenty of writing exercises

Writing is treated as a process (Longan,1986). It is learned concurrently and takes time to follow. It is necessary for students to have a lot of exercise for working on their writings. The emphasis on quantity not only produces greater fluency in writing but also has the effect of reducing error rate. This is due to the fact that students still continue to make the same grammatical errors. The more the students have opportunity the better mastery they will gain. When the students' works have become better, the same predicted errors as found in the students' works such as errors in agreement, errors in using prepositions, errors in using articles, errors in using the verb to be, errors in using tenses, errors in word order will not necessarily happen anymore. So, an automatic habit of using written English patterns will be obtained.

(2) to master English structure

It can be said that writing presents a problem for fluency because writing requires a richly organized structure (Brown and Yule, 1983). In this case, any errors are unacceptable. That is why students should first master the rules of grammar of the language especially the rules of grammar that related to those predicted errors such as agreement, prepositions, articles, verb to be, tenses, word order which frequently made by the students. It is necessary for students to have good linguistic competence so that they can easily formulate correct patterns of sentences based on the grammar rules of the language since grammar is an essential feature to formulate sentences. To be able to make various patterns of English sentences can solely be achieved by mastering grammatical rules.

(3) to make a list of errors

Opposite to speaking, however, writing can be monitored so that by its stability writing is available for revision because there will be time to rethink, recheck, and reedit. After the teacher has already corrected the assignments, the works will be given to students. By having their errors pointed to them, they

will diligently and reasonably make conscious efforts and manage to revise them. In order to have a good writing skills, it is better for every student to have record of his own to note what kinds of errors he makes in each assignment. Unless he recognizes the kinds of errors he is making, he will continue making those errors. By having an organized list of error types, such as errors in agreement, errors in using prepositions, errors in using articles, errors in using verb to be, errors in using tenses, errors in word order, with both examples of errors in sentences and the rightful versions, he can easily recognize what grammatical errors ordinary happen in his writing. This record, of course, can be kept for the future reference so that when he is writing the next written work he can check which part of grammar he should be careful of. Students can also record other students' errors since they can learn from others' errors, too. They can also discuss the errors to each other and ask questions to the teacher if they still have doubts to avoid making the same predicted errors. If the students keep aware of the list of errors they committed, their second language writing will be free from those grammatical errors.