

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This chapter presents (a) the conclusions related to error analysis employed by English Department students of Ahmad Dahlan University. Furthermore, this chapter also contains (b) the implications and provide several (c) recommendations related to error analysis in students writing text.

A. Conclusions

In reference to the first problem presented in the first chapter which being discussed in the fourth chapter, five categories of errors were found in the students' written text. The fourth semester students of Ahmad Dahlan University make errors in all of categories with different percentages. The first highest percentage of students' errors is *omission*, the second is *misformation*, the third is *addition*, and the lowest percentage is *misordering*, and *blends*. Errors that are found in the students' writing are related to the rules of the target language. For instances, the provisions of adding suffix *-s* in verbs and plural words, the use of pronoun, the word-order, the use of preposition, the use of determiner, the use of effective word, and others.

Besides, intralingual error occupies 166 frequencies out of 226 data from analyzing data in general. It can be concluded that intralingual is the main cause of students making errors in their writing. The students make errors in all of categories with different percentages. The highest result that appears is *overgeneralization*, the second is *overlooking co-occurrence restrictions*, the third is *exploiting redundancy*, the fourth is *misanalysis* and *incomplete rule*

applications, followed by similar result between *false analogy* and *hypercorrection*. The errors that they make tend to be consistent and occur several times in one paragraph or a text. The errors in this stage are related to their competences where the student in any way is unable to make corrections. The students make errors because they have not been able to master the target language.

Moreover, there are some reasons causing the students in making errors. The students mentioned some reasons of that such as; it is not easy to master the rules of English in grammar, vocabulary, and spelling in writing. These reasons occur from internal factor such as from their motivation, attitude, personal practice, and study habits as well as less of practice. Internal factors or those related to students' habits in the process of mastering the target language are the main causes of students in making errors.

B. Implications

Based on the findings of this research, there are several implications obtained as follows.

1. Firstly, the results of the research can be applied and used by the teachers to predict the students' obstacles in learning the second language and to give information how much the students have learnt, especially writing skill. For example, the highest error occurred in the students writing is *overgeneralization*. It is because the students are still facing the difficulties in understanding the rules of structure and applying it based on their assumption. Definitely, this condition is not suitable with applicable

provisions in the target language. In this case, the teacher can construct the correct syllabus, material, and strategy in order to handle the students' obstacles in producing writing texts in target language.

2. However, the students recognize the kind of errors and the reason they make them are because they have not able to understand the rules of target language such as grammar, vocabulary, and spelling. They attempt to be more focus in learning those kinds of rules. The students can learn not only from the teacher but also from other sources, since nowadays the materials in learning language are easy to get from internet, books, audio, and others. The important thing is that the students have to change their habit in the way they learn in mastering the target language.
3. On the other hand, from the interview, the students mention some kinds of situation that can make them comfortable to complete the writing task. In the process of teaching and learning, mostly they assert that a correct situation can make them easy to get information from the teacher. For instances, the atmosphere are not tense, teacher explanations are easy to be understood, implement techniques that are not monotonous, more practice rather than theory, and provide interesting themes. Those things must be communicated between the teacher and students in order to get an agreement to achieve the learning objectives.

C. Recommendations

Some recommendations can be given based on the findings and discussion of the research as follows.

1. For other researchers, this research can be a reference in the study of students' error. The error issues in writing apparently still occur in every level of students. It is important for the future researchers to conduct the research outright give a live feedback or solution to the participants of the research. Since there are four skills in English, the future researchers also can conduct the research in the field of error within other skills.
2. For the English teacher or lecturer, this research can be used as an addition reference in determining the strategy for the next teaching and learning process, especially for increasing the students' ability in grammar and writing because the grammar and writing related to each other.
3. For the students, they need to learn and practice more of the English structure for increasing their writing skill. The practice rapidly can develop their ability in learning English. Since looking for information is easy now, the students have to be more active in obtaining more information in learning English to level up their skills.