

Chapter 5
Summary,
Conclusion, and
Suggestion

CHAPTER V

SUMMARY, CONCLUSION, AND SUGGESTION

This chapter consists of three parts. In the first part the writer gives the summary of the previous chapters. In the second part, the writer gives the conclusions of the previous chapter, while the third part deals with suggestions that may be useful for the English writing lecturers as well as the students.

5.1 Summary

As the students of the English Department tend to qualify English, it is very important to improve in both written and spoken aspects. The finding and the result show that the IC students made errors in their writing compositions. After analyzing, noting, classifying, and counting the encountered errors, the writer found that the types which are mostly misused and ranked them according to their frequencies. And having discussed the data in details in the previous chapter; this study can be summarized as follows:

- The IC semester students of the English department had made the addition error in their writing compositions. This type of error occurs when the students added more unnecessary and needless words which ought not to be needed in their sentences, as the sentences have clear meaning already without these items. The students made 11 (8,21 %) addition errors.
- The IC semester students of the English department had made omission errors in their writing compositions. This type of error occurs when the students omit and skips some required elements from the sentence There were 30 (22,39 %) omission errors.
- The IC semester students of the English department had made the substitution error in their writing compositions. Selection error occurs when the students chose or substituted the wrong item in place of the right one. There were 92 (68,66 %) substitution errors.
- The IC semester students of the English department had made the ordering error in their writing compositions. This type of error occurs when the students disordered one or more items in a sentence context or where element presented are correct but wrongly sequenced. There is only one (0,74 %) ordering error found.

5.2 Conclusion

The purpose of this thesis is to find out to what kind of errors the first students (IC students) of the English Department of Widya Mandala Catholic University Surabaya made as reflected in their recount writing. In getting the information that the writer needed, the writer analyzed the IC students' recount writing.

From the analysis, the writer found some errors in the students' writing. The percentage of errors in addition were 11 (8,21 %), omission were 30 (22,39 %), substitution were 92 (68,66 %), and the ordering was one (0,74 %).

5.3 Suggestion

The last part of this chapter, which also closes this study, contains some suggestions concerning the result of this study. The suggestions are given to the teacher and the students of the English Department of Widya Mandala Catholic University in their effort to minimize making mistakes in writing recount compositions and also given for the further researchers. The suggestions are as follow:

5.3.1 Suggestions for English Department of WMCUS

Since the English Department of WMCUS also provides writing classes, the lecturers of the writing should help the students in correcting their errors. If there are some students who have not mastered what they teach, the lecturers should not give up. It does not mean that they are fail. The teacher should consider the factors, which influence learning process such as the students' English competence, the learning materials, and the teaching aids.

To minimize the omission error which is caused by the interference of mother tongue, the teacher should explain more about the differences native language (Indonesia) and the second language (English) and give the students more exercises. To minimize the Addition error, which is caused by the strategies of second language learning, it is advisable that teacher stresses to the students not to translate word by word from their native language into the second, language as it may trap them into unnecessary word. To minimize the substitution and ordering error which is caused by overgeneralization of target language linguistics material, it is suggested that teachers should stress the students to pay attention in every explanation that is given.

5.3.2 Suggestions for the English Department Students

For the students of the English Department who have weaknesses in writing, they should learn more. They should not stop learning English and improving their ability in mastering English especially tenses because it is the basic of the English four skills and the components. They have to read a lot text in English and practice making sentences will help students with interlanguage problems. It might be boring to read English texts and make English sentences continuously and from the sentences of the students, the lecturer will know the problem of the students so that the lecturer can show them the errors and the way to correct them.

Last, require the students to edit their writing by rereading every time after the students have composed writing and the students should be sure that their writing are coherent and free from the mistakes of the incorrect grammatical errors and then revise it. In the writer's opinion, by revising their writing, the students are supposed to have understood the errors in order to avoid making the same errors again.

There is always a goal of teaching and learning and this goal is really caused by many factors above. Therefore,

how teachers and students achieve the goal really depends on how good they can incorporate and manage all those things without forgetting that as time changes, the need of every individual also changes.

5.3.3 Recommendations for Further Researches

Although the results of this study had been summarized, further research is needed in order to make the research more complete. Therefore, the writer would like to give some recommendations for further researches.

1. This research is intended to find the errors that were found in IC students' English compositions. Further researches can be aimed at the broader subjects, for example the other kinds of errors such as tenses error in students' writing compositions.
2. Further research can find errors by other students besides IC students, such as Writing 1 students or Writing 2 students.

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