

CHAPTER VI

CONCLUSION AND SUGGESTIONS

This chapter contains conclusion of this study as well as suggestions for further study.

6.1 Conclusion

From the above chapters, there are indications that the high frequency of committed errors might be influenced by many causes. The main causes are interference and transfer of the first language L1 or mother tongue in interpreting or translating to second language L2. According to the study of Lin (2002), Kao (1999), and Kambal (1980) who find that the second language learners find certain specific difficulties in empowering the second language. The researcher finds that the result of this study is similar to those studies.

This study finds that all grade 12 students of SMA Seminari St. Yudas Thadeus Langgur commit some kinds of errors in their sentences. They are grammar (omission and addition), spelling, capitalization, punctuation, and word order errors. They commit 88 percent error sentences of their 373 sentences. Total error sentences are 330 sentences. Students committed 55 percent errors in word order or in total number 205. Error sentences in syntactic interference are 95 sentences or 46 percent. Then, error sentences in syntactic transfer are 110 sentences or 54 percent.

The total subjects are 30 students. The subjects who commit error sentences are 100 percent of the total subjects. Subjects who commit word order errors in syntactic interference are 28 subjects or 93 percent. The subjects who commit word order errors in syntactic transfer are 29 subjects or 97 percent. Thus, more students commit errors in syntactic transfer than in syntactic interference.

According to the researcher, the four causes of errors transfer and interference in constructing sentences are the status of the TL, rarity in using target language, poor of TL's vocabularies, and mixing mother tongue and TL.

6.2 Suggestions

This study has recommendations and implications for EFL teachers and learners or students, especially in SMA Seminari St. Yudas Thadeus Langgur and recommendations for further research.

Recommendations for EFL teachers are the following. First of all, the teachers are supposed to specify the differentiation between English (L2) and Indonesia (L1) grammar, especially word order in sentences. Therefore, the teachers can avoid language interference and transfer, and for a more effective impact in learning English. The second, the teachers are supposed to create and develop classroom language in English as well as possible. In this case, the teachers try to invite the students to be active in the classroom. And the last, the teachers are supposed to give more practices in writing and give developed feedback. Many experiences in writing practice will develop students' skills in English. However,

teachers have to give some feedback directly on the papers and explain them in the classroom.

These are some recommendations for EFL learners or students. The first, Students are supposed to more active in learning English by doing practice in writing. Therefore, their skills will be developed. The second, students are supposed to pay more intention to the feedback from the educators, especially in the correcting of errors. Then students are supposed to read more text in English and try to understand the text by making resume and ask educators for feedbacks.

The researcher also has some recommendations for further research. The next researcher is supposed to create study with a wider sample group should be taken, for example all grade of the target school. And, the researcher is supposed to create study to make sure that these four aspects: the status of the TL, rarity in using target language, poor of TL's vocabularies, and mixing mother tongue and TL really impact interference and transfer of the students in constructing English sentences.

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