

**CHAPTER V**

**CONCLUSION AND SUGGESTIONS**

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

Subsequent to the findings and discussion of the findings in the previous chapter, conclusion and suggestions are presented in this chapter.

#### **5.1 Conclusion**

This study is an error analysis which is conducted to find out kinds of errors made by the students in completing the elliptical constructions. The inspiration for this study was derived from the writer's curiosity, whether or not the English Department students could build a grammatically correct and complete sentence from the ellipsis.

The study is based on some theories which deal with the topic discussed, they are contrastive analysis, error analysis, and ellipsis itself.

The method used in this study is descriptive qualitative, as the writer describes the results and discusses them. This study can also be said as a case study as the research was obtained from a certain department and from certain subjects, at a certain time.

In obtaining the data, the writer applied a test to the first semester students of the English Department of Widya Mandala Catholic University Surabaya of the

academic year 2003/2004. The test was about elliptical construction, and it consisted of three parts: Part A, completion of sentences using elliptical pro-forms with 12 items; part B, completion of sentences in isolated clausal ellipsis with 15 items; and part C, completion of discourse clausal ellipsis in dialogue with 15 items.

Concerning the test reliability, the writer held a try-out test first to the two of five classes of the first semester. The try-out students, 55 students, did the test with the total number of 42 items in 50 minutes. After the writer got the result which stated that the test was reliable, the writer then continued the research by conducting the same test to the other three classes or 80 students as the subjects, with the same test items and time allocation, 50 minutes. After getting the data, the writer analyzed and classified the errors. The input was then presented in percentages to know the most errors made by the students and discussed with the examples of the errors, the correct response or completion and the probable reasons why the students made the errors.

Based on the findings and discussion of the findings in Chapter IV, the writer concludes that there are errors which are mostly made by the students in the three different parts of the test as summarized below:

Part A, “completion of sentences using elliptical pro-forms”, such as *Tom won't come to the exhibition, and ..... I*, should be completed with *neither will* becomes *Tom won't come to the exhibition, and neither will I*. This ellipsis has a particular formula and had been taught in high school, should be easy for the students but the result was the contrary. From the data the students made 868 errors which

consist of errors of auxiliary (47%), errors of elliptical pro-forms (31.91%) and errors of copula (16.94%). From the data taken, the students seem unaware that in each sentence, the tense, auxiliary, or the copula of the first clause is used also in the second clause but of course, the copula should conform to the subject in the second clause. The students seem to have difficulty in choosing the correct elliptical pro-forms; it is shown by some students who used *too* in negative sentences and *either* in affirmative sentences.

In part B, “completion of sentences in isolated clausal ellipsis” such as *She can't sing tonight, so she won't*. The italic clause should be completed with the verb stated before *sing* so the complete version is *She can't sing tonight, so she won't sing*. In this part, the students could build a sentence with their own words related to the existing words and clauses provided in the complete version. The writer found that there are two most errors frequently made. They are errors of auxiliary (25.45%) and errors of verb phrase (20.68%). From the data, the students seemed not able to give the complete version in sentences which included conjunctions. In short, they were confused and could not understand the complex sentences. It is seen from the most errors that the students made in completing sentences with long clauses.

In part C, “completion of discourse clausal ellipsis in dialogue” such as A: Like to go out tonight? Should be completed as: *Would you like to go out tonight?* And the reply, B: Yes, love to. Anywhere in mind? Should be completed as: *Yes, I'd love to. Do you have anywhere in mind?*

In this part there are two most frequently errors made by the students, they are errors of verb phrase (31.75%), and errors of noun phrase (20.30%). The students, in completing sentences in dialogues, were mostly not aware that they had missed the appropriate verb or noun; even they had misused the verb form or noun they had chosen. It shows that actually the students cannot build a good structured of sentence.

As English is a foreign language that is taught in Indonesia, it is important to teach basic English grammar to the students correctly. The Indonesian students should realize the English structures which are different from the Indonesian structures. This is important, as many students tend to transfer the structures of their native language to the English language the learners are studying.

The students need to be trained well before they are expected to teach English when they graduated from English department.

## **5.2 Suggestions**

Knowing that the students still made errors in completing sentences and could not build a well grammatical sentence, the writer would like to suggest some ways to support the students in building well-structured sentences.

Since the students mostly made errors of auxiliary, some more intensive exercises on the use of auxiliaries and a lot of drills on ellipsis containing auxiliaries can help students to understand and memorize better. These efforts can also be applied to reduce errors of elliptical pro-forms and copula. To reduce errors of verb phrase and noun phrase English teachers are suggested to teach those elements

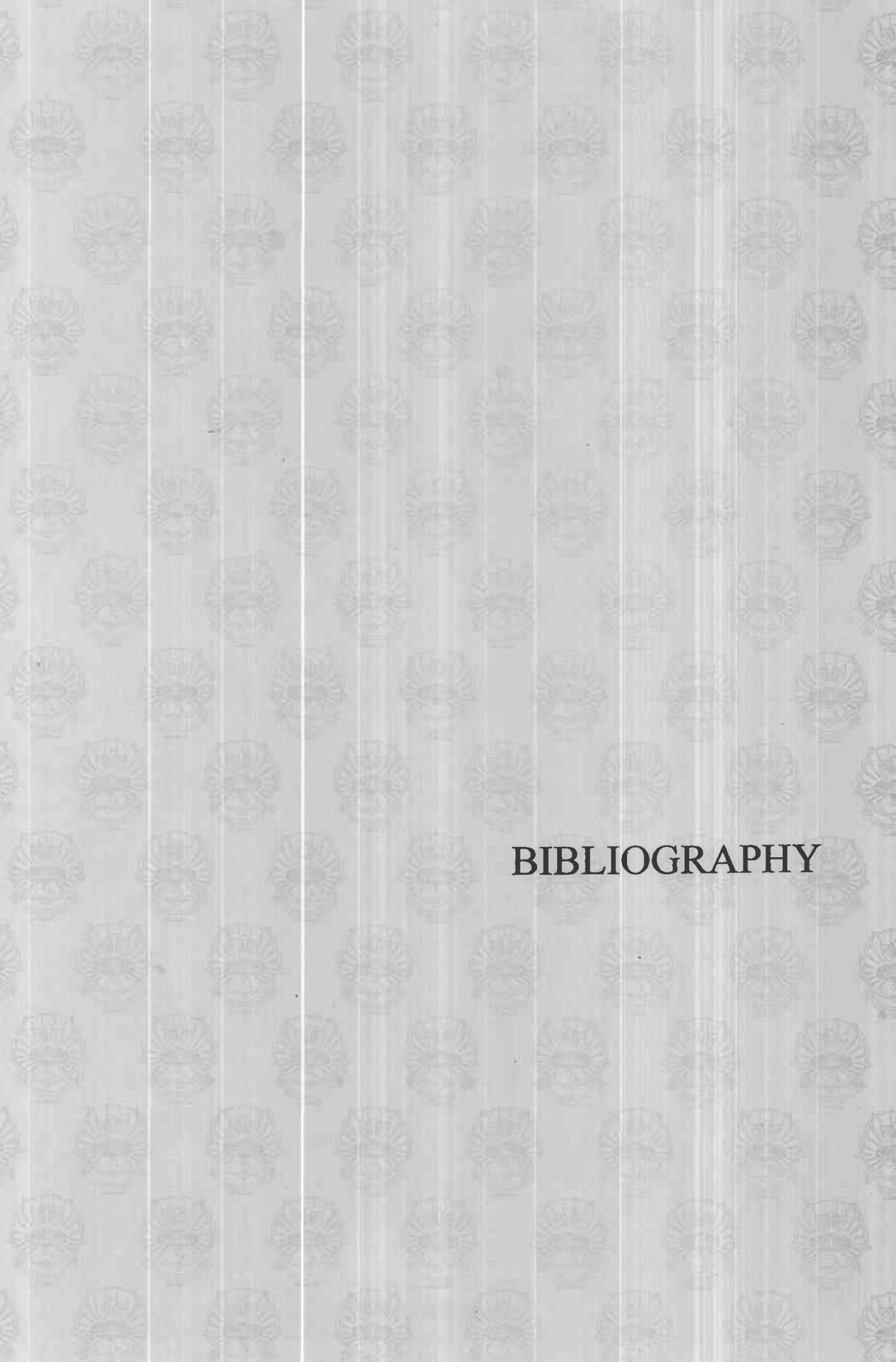
thoroughly and often review them since in the basic level. These efforts assist the students to keep aware in building complete sentences construction. Besides, to anticipate the misunderstanding of the English patterns and to master them well, some more appropriate exercises and good discussion after teaching learning process seem to be an important support.

English teachers, as the accommodators in students' English learning, must be open minded to the students so that they can tell the teachers about their difficulties in learning and building English sentences. By saying so, the teachers can spot or locate the students' obstacles earlier in their English learning.

### **5.3 Areas for the Further Research**

Although the management of this study seemed hard to the writer, but still at last the writer found that there are actually some aspects which can be developed and expanded for a better result in the future research. They are:

- This was held in a certain department, in certain time and subjects. It would be better to raise this study in a wider scope. It means that this study can be done in more English Department with more subjects of different English Department.
- This study can be continued or expanded by using more various instruments e.g. tape recording and pictorial scripts, and research techniques to find causes of the errors encountered in order to give remedial teaching of sentence structure.



## BIBLIOGRAPHY

## BIBLIOGRAPHY

- Abbot, Gerry. (1981) *The teaching of English as an International Language (A Practical Guide)*. Great Britain: William Collins Sons and Co. Ltd.
- Arikunto, Suharsimi. (1990) *Manajemen Penelitian*. Jakarta: Rineka Cipta
- Bibber D, et al. (2001) *Grammar of Spoken and Written English*. UK: Longman
- Brown, H. D. (1980) *Principles in Language Teaching and Learning*. Englewood cliff: Prentice Hall Inc.
- Carter, R, et al. (2000) *Exploring Grammar in Context*. Cambridge: Cambridge University Press.
- Chandra, Venny. (1992) *A Study on Some Errors of Elliptical Construction Made by the Third Year Students in Learning Elliptical Construction-unpublished paper*. Surabaya: Universitas Katolik Widya Mandala Surabaya.
- Corder S.P. (1974) *The Significance of Learner's Error in Error Analysis: Perspective on Language Acquisition*, London: Longman Group Limited.
- Dulay, Heidi, Marina Burt and Stephen Karslen. (1982) *Language Two*. New York: New York of University Press.
- Devitt, M. and Kim Strenenly. (1999) *Language and Reality*. UK: Blackwell Publishers.
- French, F.G. (1963) *Teaching English as an International Language*. London: Oxford University Press.
- Fromkin, V. and Rodman, R. (1988) *An Introduction to Language ~4th edition*. Orlando: Holt, Rinehart and Winston, Inc.
- Gronlund, Norman E. (1981) *Measurement and Evaluation in Teaching*. New York: Macmillan.
- Gronlund, Norman E. (1982) *Constructing Achievement Tests*, New Jersey: Englewood Cliffs: Prentice-Hall, Inc., Third Edition.
- Harris, David P. (1969) *Testing English as a second Language*. New York: Mc. Graw-Hill Book Company.

- Hayden, R. (1956) *Mastering American English: A Handbook-Workbook of Essentials*. New York: Prentice Hall Inc.
- Heaton, J.B. (1979) *Writing English Language Test*. Singapore: Longman.
- Hendricks, William O. (1976) *Grammars of Style and Styles of Grammar*. New York: North-Holland Publishing Company.
- Locke P. and Angela Downing. (1992) *A University Course in English Grammar*. UK: Prentice Hall International Language Teaching (UK) Ltd.
- Lyman, H.B. (1991) *Test Score and What They Mean -5<sup>th</sup> edition*. Massachusetts: Allyn and Bacon.
- Pola Induk Pengembangan Silabus Berbasis Kemampuan Dasar SMU, Pedoman Khusus Model 3 Bahasa Inggris. Departemen Pendidikan Nasional drirektorat Jendral Pendidikan Dasar dan Menengah, Direktorat Pendidikan Umum, Jakarta 2002.
- Quirk, Randolph, et al. (1985) *A Comprehension Grammar of the English Language*. London: Longman.
- Romaine, Suzanne. (1988) *Pidgin and Creole Language*. London: Longman Group UK Limited.