

## **CHAPTER V**

## **CONCLUSION**

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To end this paper the writer would like to give a summary and offer some suggestions in minimizing students diction errors in writing.

#### 5.1. Summary

In order to find out what kind of diction errors in vocabulary the second semester students make in Writing I, the writer conducts a small research on it.

The data are obtained from the writing exercises in the class, consisting of two topics : Smoking and Abortion. After the data are obtained, the diction errors are classified according to form classes : verb, adverb, adjective, and noun. Besides that, he classifies the errors based on the types of errors. namely error of substitution, error of addition, error of omission.

The results of this study show that the most frequent type of error which has been made by the students is errors of substitution, 53 (fifty three). The errors include 26 errors in verbs, 11 in adjectives, 10 in nouns, and 6 in adverbs. Errors of omissions are 2 in verbs, and errors of addition is 1 in noun and 1 in adjective.

The predictions of the causes why the students make errors in diction are :

#### 1. Cross Language Difference :

There are various restrictions on permitted words or surrounding words between Indonesian and English. Those restrictions determine which words can be used together appropriately. For example :

\* Abortion means to deliberately throw the embryo from inside the womb of a pregnant woman (wrong).

Abortion means to deliberately dispose the embryo from inside the womb of a pregnant woman (right).

Those errors frequently happen, not because the students do not know the exact meaning of the words but they are unable to put the suitable words in a certain context.

#### 2. Cross-Association :

The students' confusion of words which are alike in form but the words are very different in meaning. For example, in words such as (feel-fell) :

\* He feel over into the water (wrong)

He fell over into the water (right)

The other cross-association is two words that are different forms but their meanings are nearly similar. For example :

I lend him an English dictionary

I borrow an English dictionary

She commits suicide

We do our work

### 3. Wrong analogy and overgeneralization :

The students' effort to find a pattern and rule in their target language in order to reduce the learning load. For example :

\* The smoke of smoking cause people labored to breathe (wrong).

The smoke of smoking cause people labored in breathing (right).

They may overgeneralize the pattern and rule but they do not know that there is an exception to be considered.

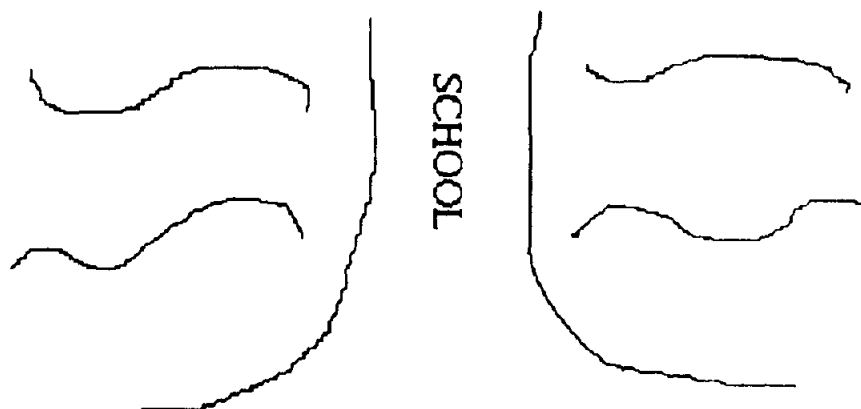
### 5.2. Suggestions

These suggestions are intended to minimize the diction errors which the students are tempted to make :

Students should be advised to notice how words are related to one another in terms of their meaning. To help the students in this, word associations



For example : Look at the tree diagram for  
'School' and complete it



## 2. Matrices

Besides that, the students can be asked to notice how words are related to words to other words in terms of their meaning by clarifying a matrix before they complete acceptable words in sentences.

The following is an example of a matrix

	a car	a motorbike	a train	a horse	a plane
to fly					+
to drive	+		+		
to ride		+		+	

Now complete the following sentences with suitable words.

1. She has always wanted to have the chance to ...  
..... a train.
2. Russian women are not allowed to .....  
passenger aircraft.
3. .... a motorbike can be dangerous.

Hopefully, these suggestions will be useful for the readers especially the English teachers in helping their students minimize making errors in using diction words in their composition.

At last, the writer hopes that this study would be continued by using more sample to yield better result.

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