

CHAPTER V

CONCLUSION AND SUGGESTION

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5.1 Conclusions

In the end of this study, the writer summarizes some crucial points of the study. After doing analysis of interlanguage, the writer finds that Interlanguage can be described by using the constraints of stage X, stage X+1, stage X+2, stage X+3, and stage X+4. The result for applying these five stages in this study is that most of the compositions of pre-intermediate level 3 students in this thesis tend to be in the stage X. The rest of other stages of interlanguage (stage X+1, stage X+2, stage X+3, and stage X+4) varied because of the complexity of each stage and students' level of competence. The rank system is not systematically ordered from X+1 – X+4, but it is unsystematic. Stage X+3 reaches the highest percentage under stage X with 12,05 %, stage X+2 reaches 10.2 %. Slightly far from stage X+2, stage X+4 decreases until 4.65 %, and as the last stage is stage X+1 with only 3.7 %. Even though the stages of interlanguage in this study are varying, it proves that there were attempts of the learners in this case study to learn the target language. The students' compositions in this study are the evidence of the students' efforts to move closer to the target language.

5.2 Suggestions

There are some suggestions which are very important for the teachers concerning interlanguage. The writer thinks that these suggestions could be the ideas, reminders, or challenges to the other teachers' knowledge. The first suggestion, teachers should know that the symptoms of interlanguage made in students' compositions are the signs that the students are moving closer to the real target language they are learning. Second, the symptoms of interlanguage might be in the forms of errors and mistakes. In this case, teacher should realize that errors and mistakes are a natural process that should not be eliminated. They are the evidence of the process of learning a second language. The mistakes and errors are the indicator of aspects which prove that a new language is still developing. For this reason, teacher should not make the learners feel stupid because of an interlanguage error. If a student is frustrated, he sometimes does not study spiritedly.

The third suggestion is that teachers should encourage the students to accelerate to the next stages ($X+1 - X+4$) by giving more comprehensible input, and providing models of accurate language use, etc. Comprehensible input might be in the form of teaching the target language or giving and discussing exercises, whereas providing models of accurate language use means to give example and models of the target language in real daily practice. Fourth, teachers should provide a plenty of time to consult and serve the students individually or collectively. This service might be in

the forms of educative or psychological approaches in order to open the gate between students and teachers, so that students might be encouraged to ask and consult with teachers. The last suggestion, other researchers / teachers who are interested in interlanguage are welcome to extend this thesis in a more detail and convincing way, such as collecting more compositions from a larger sample from more than one institutions, varying the student's level of competence (beginner - pre intermediate - intermediate - advance), extending the time of observation to gain a more complete process (length of time from one stage to the next stage, including the psycholinguistic aspects), etc.

CURRICULUM VITAE

The writer was born on April 10th, 1976. Ujung Pandang is his place of birth, located in the south Sulawesi. The writer finished his study at Mamajang 1 Catholic secondary school in Ujung Pandang 1989. Then, he finished his Junior High School at Kondo Sapata (Ujung Pandang) in 1992. Then, he studied in three different schools while he was in the senior high school; in 1993, he studied at SMA Neg. 11 Ujung Pandang, in 1994 he studied at SMA Kristen Batu Putih Ujung Pandang, and finished his Senior High School at SMU Widya Merti Surabaya in 1995.

He graduated and got his Bachelor degree (Pedagogical degree in English department) from Wijaya Kusuma University in 1999. He continued his study by entering Widya Mandala University for achieving his Master in Teaching English as a Foreign Language. During his study, he worked at EF (English First) as a full time teacher and other financial companies.

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