

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, the writer would like to present the conclusion and give some suggestions.

5.1 Conclusion

Realizing the importance of using articles correctly and knowing that the complexity use of articles often makes students confused, even the ones at the university level. As a result, the writer was interested in conducting a research on it.

There are two research problems which become the basics of conducting this research. The first research problem is the most common errors in the use of articles in the review text made by Writing IV students of the English Department of Widya Mandala Catholic University. The second one is the possible causes of the errors that students made in the Writing IV class of English Department of Widya Mandala Catholic University in their review text.

Referring to the first research problem, the result of the research shows that there are three kinds of error on the use of articles in the review writings made by the fourth semester students of the English Department of Widya Mandala Catholic University Surabaya; errors of addition, errors of omission, and errors of substitution. The most frequent errors made by students are errors of omission with 85 occurrences (61.15%), followed by errors of addition at the second place with 33 occurrences (23.74%) and errors of substitution at the last place with 21 occurrences (15.10%). And the next result of the research shows that there are three kinds of articles on which the fourth semester students of the English Department of Widya Mandala Catholic University Surabaya often made errors. They are article *a* as the most problematic

articles with 89 errors (64.02%), followed by article *the* with 35 errors (25.17%), and article *an* with 15 errors (10.79 %).

Referring to the second research problem and based on the possible causes, the writer finds that the sources of the errors in the review writings made by the fourth semester students of the English Department of Widya Mandala Catholic University Surabaya are L1 interference, ignorance of the rule restrictions, and false concepts hypothesized. The most frequent sources of errors are L1 interference with 87 occurrences (62.58 %), followed by false concepts hypothesized ignorance of the rule restrictions with 34 occurrences (24.46 %), and ignorance of the rule restrictions with 18 occurrences (12.94 %).

With these findings, the result of this study is intended to be an input both for teachers and for students. The teaching approach is expected to anticipate the making of the errors by emphasizing the differences between the native language and the target language and explaining the articles that are confusing. By reading the result of this study, the students are expected to improve their ability on using articles in review writings correctly by reading some references about articles and doing grammar exercises about articles. Students are also expected to realize the errors that they usually make, so they later can avoid making them. There is only one tip for students to realize the errors that they usually make, students can be taught back about the basic of articles so that they would have a strong foundation to understand and apply well about article.

5.2 Suggestions

At the end of this research, the writer would like to give some suggestions that may be useful to the teaching approach and to the students. There are five suggestions that the writer wants to give. They are the interference of L1, articles that are confusing.

5.2.1 Suggestions to the Teaching Approach

Regarding the first problem, L1 interference in article *a* (the most frequent errors), the teaching approach is expected to emphasize the differences between Indonesian and English. Many students often believe that English is similar to Indonesian. Many students often say or write “She wants to take part-time job” rather than “She wants to take a part-time job”. It happens because in Indonesia we do not have articles. So many students directly translate Indonesian to English. They ignore the meaning and the grammatical rules. Although it sounds correct to Indonesians, it should be explained that it is different. In English, there are rules which put a certain article after a certain word such as *a / the* movie, *the / an* apple, and etc.

5.2.2 Suggestion to the Teaching Practice

Still with the first problem, articles that are confusing, the writer would like to give suggestions that in the teaching of articles *a*, *an*, and *the*. When we talk about something that we do not know well or in general, many students often say “I have a friend who work at the restaurant” rather than “I have a friend who work at a restaurant”. It happens because the student does not know differences between article *a* and *the*. He does not know when he has to use *a* or *an*, when he has to use *the*. All the

students have to know when they want to say the something that they do not know or in general, they should know what should they say or write.

5.2.3 Suggestions to the Teachers

Regarding the last problem about the source of errors, almost the same with the first problem, the writer would suggest that in the teaching approach, most of the students directly translate his/her sentences into English. The students should be explained about the use of articles and the differences between Indonesian and English. Then the next source is false concept hypothesized, and most of the students had misconceptions in their review writing. The students should be taught to understand the context first so that they are able to identify the article that they should use. In this way they can avoid this source. The last source is ignorance of the rule restriction. The students made a few errors. Only a few students that do not know the rules, so the students should be taught more in the grammatical rules and the use of each article.

5.2.4 Suggestions to the Students

The writer would like to give some suggestion to the students. The students have to learn and practice more about grammar especially in article. If they do not understand about the explanations of their teacher, they have to ask the lecturer. They can ask about what they do not understand. Not only in the class, they are able to look for the answer from outside of the class; like reading books, browsing in the Internet, and other activities that can help them understand.

5.2.5 Suggestions to the Next Researchers

For similar researches in the future, the writer suggests that the next researchers be able to make their research more deeply than the writer. This study contains some weaknesses, one of which is the writer being unable to know the real causes of the errors. It is hoped that on the next study, other researchers can also interview the learners to know the causes of the errors. Hopefully, this thesis can contribute to the English teaching and learning process.

Finally, the writer realizes that this thesis is far from being perfect and hopes that this thesis can be useful and also give contributions to the teaching of English, especially the teaching of articles and also review writings.

In this study, the writer has made use of the contributions from one triangulator, and the writer urges that this be maintained in such a way future researchers are able to have a second opinion, should contradictory opinions arise.

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