

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter contains the conclusion of the study and the further suggestion for the lecturers, the students, and further studies.

#### 5.1. Conclusion

Based on the analysis of the writer, it is found that fourth semester students of the English Department still committed errors in their writing composition. It can be observed from the total of 173 errors on subject-verb agreement errors made by the students. The most frequent type of the subject-verb agreement errors was the error of omission (59%), followed by the error of substitution (27,7%), the error of addition (13%), and the error of misordering (0,5%).

From the interviews, it was found that there were five major causes of the errors, which are the students' running out of time and panicking, the students' lacking of knowledge of grammar including the correct form of the subject and verbs, the students' too dependent on computer's autocorrect, the students' lacking of focus while doing the writing and the students' more focusing on the content rather than the grammar.

After observing their GPA, the writer found out that the GPA of most of the students making errors ranges from 2,5 – 3,5 (60,46%). It is followed by those having the GPA ranges from  $\geq 3,5$  (34,8%) and the least are those having the GPA

ranges of 1,5 – 2,5 (4,65%). Those who made errors do not only come from the low-medium achievers; even the medium-high achiever and the high achiever students also made errors in their writing composition. It disregarded the fact that these students did not really understand the concept of subject-verb agreement, regardless of their relatively high academic achievement. This was because students tended to write more sentences to express their ideas. Their ideas might be well put out, but their grammars, including the application of subject-verb agreement rules were not put out well.

## **5.2. Suggestions**

From the study that had been done by the writer, he found out that there was still quite a vast number of subject-verb agreement errors in the students' hortatory exposition writing. Based on the findings, the writer encouraged himself to propose suggestions addressed to the following parties; the lecturer, the students, and further studies.

### **5.3.1. For the Lecturer**

The writer suggests that in teaching the genre of exposition text, the lecturer should emphasize on the tense used in exposition texts which is simple present tense, particularly in the subject-verb agreement rules. If the students master the subject-verb agreement well, it would minimize the chance of having subject-verb agreement error in their writing tasks. Besides the simple present tense, the lecturer should also give comprehensive explanations of the other tenses that might be used in an exposition text, like simple past and present perfect tense,

that are used to describe the situation or the circumstances of the object of the exposition text in other time signals.

To avoid the students from writing only few sentences in their writing, the lecturer can also write the points to be made present in the students' writing, like the introduction, the main points, and the closing. Moreover, the lecturer can also set how many sentences should be in the students's writing, instead of writing inadequately just to avoid making mistakes. On the other hand, this would also help the students. The other way is also to use prompts, which is the things or the details to write or to speak. For example, in IELTS Speaking Test Section II, there are prompts in a task card that contains a question and the things that needs to be mentioned in the answer. By applying that in the writing, the lecturer can expect more sentences and ideas from the students.

Based on the students confession in which they defy the grammar rules as long as they write more sentences to express the content, the writer suggests that the lecturer could explain to them that it is a false belief. If the grammar is wrong, the meaning would be affected too.

### **5.3.2. For the Students**

Based on what the writer found in his study, the writer suggests that student study more on subject-verb agreement rules. It is one of the essential English grammar rules. The writer also suggests that the students not be dependant on the autocorrect feature of word processing software like Microsoft Word. Otherwise, they will get confused when they have to handwrite the

composition. They will not always write in Microsoft Word and those facilities cannot help them when they write manually. Besides that, the writer also suggests the students be more focused when writing their composition and to proofread their writing.

### **5.3.2. For Further Studies**

The writer suggests that further studies analyze different text genres like descriptive, narrative, explanation, or report and also in different level of semester. By doing that, it can be seen later whether the errors on subject-verb agreement also appears on those genres and whether by researching the works of the students from different semesters, the result would be the same.

Besides that, further studies may research what makes the students tend to write few sentences in their composition, whether it is because they want to play safe or it is because they lack of grammar mastery.

## REFERENCES

- Agustine, Sherli (2012) *Teaching Writing Hortatory Exposition through Outlining at the Eleventh Grade of SMAN 3 Banjarmasin Academic Year 2011/2012*. English Department, Faculty of Teacher Training and Education, Lambung Mangkurat University: Banjarmasin
- Al Murshidi, Ghadah (2014), *Subject-Verb Agreement Grammatical Errors And Punctuation Errors In Submissions Of Male Uae University Students*, European Journal of Business and Innovation Research Vol.2, No.5, pp. 44-47
- Arinacky, Ariestya (2007) *The Error of Subject-Verb Agreement Made by the Students Talking Writing in English Department of Widya Mandala University*. Undergraduate thesis, Widya Mandala Catholic University Surabaya.
- Brown, H. Douglas (2008) *Prinsip Pembelajaran dan Pengajaran Bahasa*. Jakarta: Kedutaan Besar Amerika Serikat.
- Butterfield, Jerremy (2008) *Damp Sqied: The English Language Laid Bare*, Oxford: Oxford University Press
- Cappella University, *The Writing Process* retrieved from <http://www.capella.edu/interactivemedia/onlineWritingCenter/downloads/TheWritingProcess.pdf>
- Cf. Bussmann, Hadumod (1996), *Routledge Dictionary of Language and Linguistics*, London: Routledge
- Cherrington, Ruth (2004), *Error Analysis*, In: Byram, Michael. Routledge Encyclopedia of Language Teaching and Learning. London/Newyork.
- Corder, S. P. (1967). *The Significance of Learners' Errors*, *International Review of Applied Linguistic*
- Ellis, Rod, (1994) *Second Language Acquisition*. Oxford: Oxford University Press
- Haskell, TR. (2003) *Conflicting Cues and Competition in Subject Verb Agreement*, *Journal of Memory and Language* 48 p. 760-778
- Hourani, TMY. (2008), *An Analysis of the Common Grammatical Errors in the English Writing Made by 3<sup>rd</sup> Secondary Male Students in the Eastern Coast of the UAE* (Doctoral dissertation, British University in Dubai)

- Maramis, Funky (2013), *Errors on Preposition in Descriptive Writing Made by English Department Student*, Undergraduate thesis, Widya Mandala Catholic University Surabaya.
- McLean, Scott (2011), *Writing for Success*, Washington: Flatword Knowledge
- Nichols, Johanna (1984), *Functional Theories of Grammar, Annual Review of Anthropology*, ---
- Pyles, Algeo (2010) *The Original and Development of the English Language*, --
- Sinaga, Lidiman. S.M. (2012) *Improving Students' Achievement In Writing Hortatory Exposition Texts Through Dictogloss Technique*, English Department, Faculty of Languages and Arts State University of Medan
- Strauss, Jane (2008) *The Blue Book of Grammar and Punctuation*, San Francisco: Jossey-Bass
- Touchie, Hanna Y. (1986), *Second Language Learning Errors Their Types, Causes, and Treatment*, JALT Journal, Volume 8, No. I: Nablus
- Wahyudi, Ribut (2012), *Error analysis on subject-verb agreement: the case of a university student in Indonesia*, Research on Humanities and Social Sciences; Vol.2, No.4, 2012