

Chapter V

CONCLUSION AND SUGGESTIONS

5.1. Conclusion

After doing this research, the writer was capable of giving the answers of the Research Questions, (1) The types of errors in the use of the tense in the Explanation texts of Writing III students, and (2) The possible causes of the errors.

For the first question, concerning the types of errors in the use of the tense in the Explanation text of Writing III students, the writer found there are three errors in the term of tenses errors use in the Explanation texts. The errors were, Omission, Addition, and Misinformation.

And for the second Research Question concerning the possible causes of the errors, the writer would describe as bellow.

The most error that found was the Omission, it was 36 errors. The students who made this kind of error, possibly lacked of the knowledge of Transferring the Structure from L1 into L2. The writer had done the interview, and the answer was because of their lack of knowledge about some features of the L1 that did not exist in the L2, so when the students tried to transfer the L1 into the L2. As a result, the errors occurred.

The next error was the Addition, 9 errors. The error of Addition itself ranks second of three errors that occurred in the students' Explanation Texts. The main possible cause of this error is the intra/interlingual errors or known as the students failed to translate from L1 to L2 since the word does not exist either in L1 or L2.

The Misinformation error was in the last place, where it was only 8. The main reason of this error is also the intra/interlingual errors. For example, a student used the words "are not look" which that word does not exist in the English (L2). The student

who did the error possibly thought that the word “are” should not be followed by “V-ing”. It had the implication that the student was lacking of the knowledge of the L2 word existence.

The last, Misordering, was only done by one student. There are two possibilities that the student omitted this: (1) the inter/intralingual errors, or (2) overgeneralization. The student herself said in the interview that she thought her answer was right, it could be defined that she lacked of the knowledge of the grammatical rules, mainly in tenses.

It can be concluded that the most error was the Omission error so the main error was likely to be happened in this, and the main possible cause was the lack of transferring the students’ thought on their L1 into the L2.

5.2. Suggestions

Having analyzed all the data, the writer would like to suggest for the students and the lecturers who are in charge of Writing III students.

The first suggestion is for the students who took the Writing III classes. The data had shown that the errors were likely to happen in the Omission state, in which the students of Writing III classes should pay more attention to some words that need suffix or prefix, like “-s/es”, “-ing”, etc.

The students needed to re-learn all the materials that they have learned from the previous semester about all the materials that might be related to the Explanation text. For example, students can try to read and practice more about transferring their L1 into L2 with friends in the class or even outside the class. Because most of the students have the weakness in transferring a word/sentence from L1 into L2.

The next suggestion is for the lecturers who teach the Writing III class. The lecturers are suggested to brain-storming at the very beginning of the class, in order to

make the students remember about previous lessons that are related to the lesson of the day.

The lecturers need to emphasize more about the materials that they would teach. They need to describe all the materials and prepare the brief information about what is needed to accomplish the lesson of the day.

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