

# **CHAPTER V**

## **CONCLUSIONS AND**

## **SUGGESTIONS**

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### CONCLUSIONS AND SUGGESTIONS

This chapter is divided into two parts: Conclusions and Suggestions. The conclusion consists of a summary of the discussions from the previous chapter. The suggestion section contains suggestions devoted to English teachers, syllabus designers, the students, and future researchers.

#### 5.1 Conclusions.

This present study is aimed at describing and analyzing the errors made by the sixth semester students of the English Department at Widya Mandala Surabaya Catholic University in constructing compound and complex sentences. By studying the errors as they exist, the students' difficulty in constructing compound and complex sentences can be analyzed and this will reflect the problems that the students face. Thus, the answers to the questions concerning the type of errors, the patterns of frequency of the errors occurrence, the area of difficulty, and the Cause of Errors have been provided by the result of the present study.

##### 5.1.1 Kinds of Errors.

The students errors found in the study, in accordance with the surface strategy taxonomy, could only be classified into three types of errors: errors of omission, errors of misformation, and errors of disorder. In the test, the errors of misformation appear to be the most frequent, followed by the errors of omission, and errors of disorder.

### 5.1.2 Frequency of Errors.

With regard to the frequency of occurrence of errors of each coordinator and each subordinator, the data analysis shows that misformation errors (80.93 %) reaches the highest frequency, followed by omission errors (11.52 %), and the disorder errors (7.57 %) (see table 4.2). The problems are mostly due to the misformation errors in using coordinators and subordinators.

### 5.1.3 Areas of Difficulty.

It can be concluded that within twenty five coordinators and thirty five subordinators being tested: a) 6 coordinators were difficult: *either...or*, *neither...nor*, *however*, *otherwise*, *besides*, and *likewise*; b) 4 coordinators were fair: *both...and*, *moreover*, *then*, and *meanwhile*; c) 5 coordinators were easy: *but*, *or*, *for*, *not only...but also*, and *therefore*; d) 13 subordinators were difficult: *that-request*, *what-exclamation*, *while*, *since*, *before*, *after*, *as soon as*, *whereas*, *in order to*, *unless*, *only if*, *whether or not*, and *in case*; e) 3 subordinators were fair: *whose*, *when*, and *although*; and e) 19 subordinators were easy: (1) noun clause: *that-statement*, *whether*, *who*, *which*, *what*, *when*, *where*, *how*, *why*, and *how-exclamation*; (2) adjective clause: *who*, *whom*, *which*, *when*, *where*, and *that*; and (3) adverb clause: *then*, *because*, and *if*.

### 5.1.4 Causes of Errors.

However, compared with the first part of the test, the number of errors in the second part of the test (the translation from Indonesian into English) is less than the first one (the sentence combining). This is mostly due to the fact that the students have not mastered the target language rules - i.e. they often used the wrong coordinators in constructing compound sentences and wrong subordinators in constructing complex sentences. Therefore, the causes of errors are mostly due to intralingual errors rather than interlingual errors - i.e. due to the inherent complexity of compound and complex sentences rather than interference of Indonesian.

Based on the Criterion-Referenced Ability-Based Analytic Scale grading system, the level of the students' mastery in constructing compound and complex sentences lies at the fair level in the test. It is supported by the fact that the average frequency of the occurrence of errors in the test is 40.48 %. From the result of the computation, it can be concluded that the students still have some serious problems in constructing compound and complex sentences. In fact, the errors made by the students were global errors since they can significantly hinder communication. According to Burt and Kipparsky in Dulay et al. (1982: 191), the most systematic global errors include: 1) wrong order of major constituents, b) missing, wrong, or misplaced sentence connectors, c) missing cues to signal obligatory expectations to pervasive syntactic rules, and d) regularization of pervasive syntactic rules expectations.

## 5.2 Suggestions.

The writer feels that the findings of the present research are sufficient for him to give several suggestions. By studying the students' errors, we will get a clear and reliable picture of the students' knowledge of English, particularly in constructing compound and complex sentences. It is expected that the English teachers pay more attention to the problems that the students face reported in the research and give more proper emphasis in their teaching of using coordinators and subordinators in constructing English compound and complex sentences.

Compound and complex sentences are very important to build more advanced instructional materials both in written and spoken English, whereas the students still have difficulties in constructing compound and complex sentences. Therefore, it is also suggested that English teachers recognize well the students' weaknesses specially in using coordinators and subordinators to construct English compound and complex sentences so that they can design relevant instructional materials, teaching and learning activities and exercises which are effective to help the students get better understanding of compound and complex sentences receptively and productively.

For the students, as English teachers to be, it is suggested that they get a better understanding of coordinators and subordinators receptively and productively to help them improve the mastery of constructing compound and complex sentences. Reviewing and practicing difficult coordinators and subordinators in real communication, i.e. by reading different types of materials consisting of compound and complex sentences and using them in a real communication without being afraid of making mistakes, are needed so that they can minimize their errors.

This research only involves the sixth semester students of the English Department who were taking a translation course at Widya Mandala University in the academic year of 2006. Thus, some of the results reported here may not be applicable to other population. However, it has given a picture of problems that the students face in using coordinators and subordinators to construct compound and complex sentences. This research, then is open to other researchers to replicate the study employing different method with larger subjects as a comparison to make more valid inferences about the problems that the students face in using coordinators and subordinators to construct compound and complex sentences.

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