CHAPTER VI

CONCLUSION

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This chapter presents the summary and some sugges-
tions concerning this study.

6.1 Summary

Considering the importance of measuring the stud-
ents' English language mastery for the English teachers, the
writer conducted this study. It was intended to find out the
errors of language elements which were mostly made by the
students under study and the causes of these errors.

To obtain the data, the writer administered a
dictation test to the second semester students of the Eng-
lish Department of Widya Mandala University in Surabaya.
After the data were obtained, the writer classified them
according to the types of errors.

After analyzing the data, the writer found two
major types of errors, namely global and local errors. These
types of errors were then subdivided into grammatical er-
rors, meaning errors, and spelling errors.

The results of this study showed that the language
elements which were most globally misconstructed by the
students under study were meaning errors (45.63 %), spelling
errors (37.21 %), and grammatical errors (17.16 %).

While the language elements which were most local-
ly misconstructed by the students under study were grammati-

cal errors (79.63 %). They were followed by spelling errors (16.80 %) and meaning errors (3.57 %).

The writer found that there were three causes of these errors, namely addition, omission, and substitution. Substitution was the biggest cause of the students' errors (53.79 %). It was followed by omission in the second rank (37.15 %) and addition in the third rank (9.06 %). The basic reasons why the students were influenced to make errors were because of the students' problems of hearing, understanding, and their lack of the knowledge of English language elements.

From these types of errors and their causes, the writer found that errors of grammar were the result of the students' strategies of second language learning, strategies of second language communication, and overgeneralization. Errors of meaning were the result of strategies of second language learning. Errors of spelling were the result of strategies of second language learning. While errors of phonology were the result of language transfer.

6.2 Suggestion

From the result of this study, the writer would like to suggest that:

1. the teacher should correct the global errors first be-
    cause these errors hinder communication. This is in
    line with Tukan (1988:17) who said, "Since the ultimate
    goal of L2 teaching-learning is for communication in
    the L2, any error which hinders communication (global

errrors, to borrow the term of Dulay et al.) should be corrected. On the other hand, any local errors (the term of Dulay et al. for errors which do not hinder communication) can be tolerated."

2. the teacher should emphasize her teaching on grammar especially the preposition and plural markers to the students since these parts are mbstly misconstructed by them.

3. the teacher should help the students in building their vocabulary through reading since meaning is the second biggest errors that are made by the students.

4. the teacher should give the students more practice on spelling and phonology through dictation. It helps the students build their writing and listening skills which are necessary in learning the English language, because in English there is a big difference between pronunciation and the spelling of words.

5. before conducting a dictation test, the teacher should give the students an instruction to listen and try to understand the material in the first reading so they would be able to write it down in the second reading. It would make the students concentrate to the material given.

Since this study is no guarantee of perfection, the writer hopes that there will be further studies conducted using more samples from different universities to see more problems of the students in learning English.
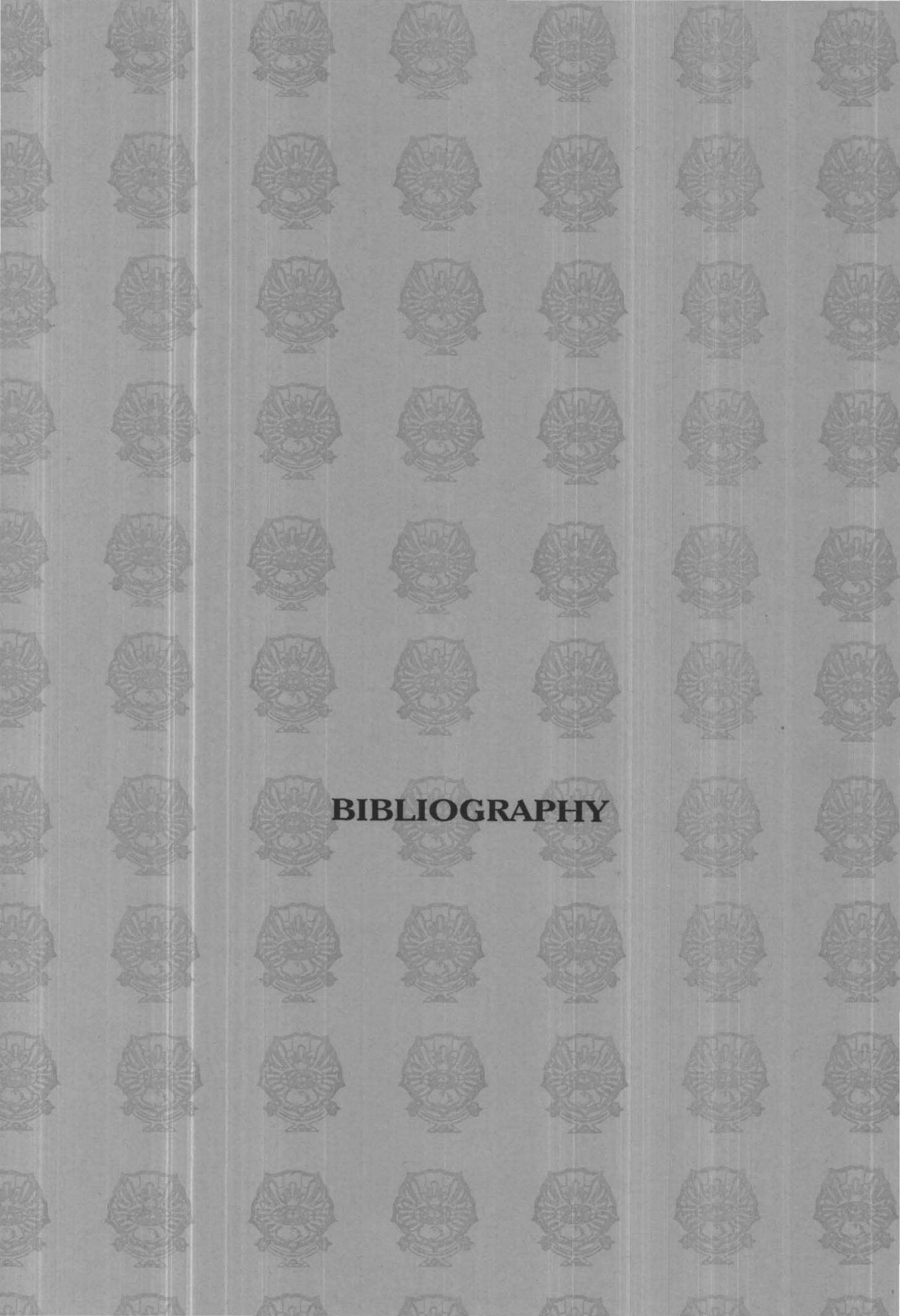
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