

Chapter V

Conclusions and Recommendations

Conclusions

After conducting the research, it is found that there are only two types of Morphological errors occurred on students' essay. They are Omission of Plural Marker (7.58%) and Tense Marker (9.10%), and also Addition (3.54%). Besides, several misspellings (8.58%) also occurred when students write the essays.

Furthermore, there are four major errors detected in Syntactical level. They are Errors of Omission (20.20%), Errors of Addition (12.12%), Errors of Selection (36.86%) and Errors of Word Order. 2.02%.

It is equally important also to point out the factors which cause the students to make the errors on their writing. The major factors are Carelessness, Lack of Vocabulary and also Translation. The students' carelessness is caused by lack of motivation, lack of interest, lack of willingness to study grammar in depth and also students ignore and do not check and reread their essays after writing it. Almost all the participants argue that it is difficult to learn grammar because there are excessive things to be mastered. Another important factor also is lack of vocabulary. Students state that because they only have limited vocabulary, it makes them more difficult to state their ideas because it causes them to choose incorrect word or vocabulary. Last is about Translation. Most of the students who cannot directly deliver their ideas using

English tend to use digital translator as the alternative. This is the stage where errors can occur, because there are differences in source language which students use with the target language that they expect.

Recommendations

As the research result revealed, there are several recommendations that presented.

First, there is one significant recommendation presented to English Department. The idea is to provide Grammar Center as the facility to overcome students' problems in grammar. So, they can consult the problems they face to the consultant, and Grammar Center can give applicable solution in order the problem they face can be solved.

The second recommendation is for students. They have to increase their willingness to learn more about grammar. Not for having good score, but to apply the knowledge, because the skills that already have mastered by students are useless if it is not supported by good grammar. And for those students who are good or even excellent in grammar, the knowledge will not be balance without practicing it. So, the key is to keep practicing all the times.

Next, students must not be lazy to recheck and reread their writing after finishing it. Because sometimes errors occur just because students think that reread and recheck are unimportant and take times. If it is needed, students can consult their problem to the lecturers and also seek the solution together. Not only to the lecturers, but it can

be the other students who can be the reviewer and proofreader, and they can give solutions also as well.

The third is for lecturers or teachers, it is also important to point out to the style and method of the lecturers in teaching English grammar to the students. Sometimes, students' willingness can increase if lecturers' method or style is interesting. It makes students to be more interested in studying and creating a cheerful situation in class, so the students will not get bored. Further, several students argue that lecturers or teachers teach the material too fast. So the material is not understandable because it takes more time for students to understand and apply it.

The last, the researcher suggests to the future researchers who want to conduct the similar research about error analysis, it will be better if use the different objects such as students' speech, students' translation, movies script, book and scientific article for the source of the data, and also use the different theories.