

Chapter 5

Conclusion and Suggestion

This chapter proposes a conclusion and suggestion of the current research. The conclusions are formulated from the data finding, analysis, and discussion in chapter 4. Moreover, the recommendation for the further study related to the issue is arranged as a suggestion.

Conclusion

In conclusion, this study has shown the existence of Indonesian lexical interference on students' English writing. It has been found that there are only 3 from 5 types of lexical interference that have been found on students' writing.

The first type of lexical interference is largely committed by lexical semantics interference as the heightened frequency of occurrences. Further, based on its portion of occurrences, lexical interference in collocation become the second type of lexical interference on students' writing. The third type of lexical interference is contributed by literal translation of collocation.

In addition, several corpora of the data are labeled as a direct translation of Indonesia lexical error. The result is quite unexpected because the type is beyond what that have been formulated by the theory of Thorovsky (2009).

Summing up the results, it can be concluded that due to the term of cross-linguistics influence, English department students commonly get confusion in selecting the appropriate lexeme in the process of writing English. The confusions of a various number of lexical semantic relations on both languages and the use of bilingual dictionary are considered as the cause of the first type.

Moreover, in accordance with the result of the second and the third types, students intend to be trapped back into the pattern of Indonesian phrases. The system of Indonesian collocation emphasizes the misuse of incorrect word choice in conceptualizing the English collocation. Last, the incompetence of Indonesia language used plays an essential role in affecting the quality of students' English writing.

Suggestion

In regard to the findings of this study, there are several suggestions due to the term of lexical interferences.

The first, as an EFL learners, students have to be familiar with the acceptable and appropriate English used. Listening, reading, and watching various English songs, novels, or movies are necessary to stimulate the natural sense of their English. By practicing to speak and write English continuously, technically maximize students' capacity in using English correctly, and minimize the negative effect of Indonesian linguistics behavior on students' English writing.

The second, for the lecturer, the use of intensive English during teaching and learning process are essential to exemplify the correct used of English components. The use of inappropriate and unacceptable English sentence that is made by students should be corrected and explained it clearly and understandably. These strategies effectively help students to avoid the confusion of cross-language term and help them to organize the process of learning in multilingual context.

The third, English language experts both American and British are highly recommended to be provided in order to

The third, by pointing out differences of linguistics system between English and Indonesian due to the term of semantics and syntaxes approach are recommended to improve students' linguistics awareness in selecting the equivalent form in writing.

The fourth, further research will be needed to verify various factors of lexical interference and the learning strategies in avoiding the error. In addition, further study of the other types of interference is still required in order to resolve the potential influence of L1 interference.

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Appendix

PARTICIPANT 1		
No.	Corpus	Correction
	Lexical Semantic Interference	
1.	The example <i>*upstairs has</i> incorrect predicate.	- <i>The previous example has an incorrect predicate.</i> - <i>The example above has an incorrect predicate.</i>
2.	This study <i>*can show</i> the reader who concern about the symmetric on students' writing	This study <i>offers guidelines</i> for the reader who is concerned about the symmetric on students' writings
3.	This study can help lecturers <i>*to know</i> their students' skill on writing	This study can help lecturers to <i>measure</i> students' skills in writing
	Interference in Collocation (lexicalization)	

4.	The subject is “the man” which <i>has the function</i> as the actor	The subject is “the man”, which <i>stands as</i> the actor of the sentence
Direct Translation of Indonesian Lexical Error		
5.	<i>*Mastery good writing skills</i> are inherently crucial both in academic or career success.	<i>Mastering the concept of writing skills</i> are inherently crucial both in academic or career success.
6.	should be learnt by <i>students* in English Department</i>	should be learnt by <i>students of English Department</i>

PARTICIPANT 2		
No.	Corpus	Correction
Lexical Semantic Interference		
1.	<i>By *conducted</i> this research....	<i>By conducting</i> this research...

2.	For teacher <i>*can make</i> this research as orientation in addition to teach the students more effectively in translating narrative text in the classroom.	For the teacher, this research is <i>applicable</i> as orientation, in addition to teaching the students more effectively in the classroom.
3.	This research <i>*hopes can make as</i> additional reference in doing the next research <i>that has relation in translating narrative text.</i>	This research <i>is expected to be</i> an additional reference in conducting the future research related to the study of translating narrative text.
4.	There are many research that <i>*tell</i> about translation	There is a myriad of research <i>that discusses</i> translation
5.	This research hopes can make as additional reference <i>*in doing</i> the next research that has relation in translating narrative text	This research is expected to be an additional reference <i>in conducting</i> (the further research related to the study of translating narrative text).

6.	As additional reference in doing <i>*the next research</i> that has relation in translating narrative text.	As <i>an</i> additional reference in conducting <i>further research</i> (<i>related to the study of translating narrative text</i>).
7.	They <i>*can know</i> how to translate narrative text (<i>well</i>)	They <i>will understand</i> how to translate narrative text (<i>correctly</i>)
8.	Most of them have complicated how to translate well in order to find <i>*good meaning</i>	Most of them have (<i>difficulties</i>) in knowing how to translate in order to find <i>equivalent meaning</i> .
9.	They <i>can know</i> how to translate narrative text <i>*well</i>	they <i>will understand</i> how to translate narrative text <i>correctly</i>
Interference in Collocation (lexicalization)		
10.	to find out <i>*the difficulties students face</i> in translating narrative text	to find out <i>students' difficulties</i> in translating narrative text

11.	To investigate <i>*what factors causes the difficulties</i>	To investigate <i>what are the causal factors of difficulties?</i>
12.	To solve some <i>*problems that students always face</i> in translating narrative text.	To solve <i>students' common problems</i> in translating narrative text.
13.	To introduce the students <i>*the approach which can be used in</i> translating narrative text.	To introduce <i>the applicable approach when</i> translating narrative text.
14.	This research <i>hopes can make as</i> additional reference <i>in doing</i> the next research <i>*that has relation in translating narrative text.</i>	This research <i>is expected to be an</i> additional reference in conducting further research <i>related to the study of translating narrative text.</i>
	Direct Translation of Collocation	
15.	<i>according *with</i> the suitable rule	<i>according to</i> the appropriate rule

PARTICIPANT 3		
No.	Corpus	Correction
	Interference in Collocation (lexicalization)	
1.	At first example, the adjective + preposition is in <i>wrong *way combination</i>	In the first example, the adjective + preposition is the <i>Wrong combination</i>

PARTICIPANT 4		
No.	Corpus	Correction
	Lexical Semantic Interference	
1.	Those students <i>do not *understand well</i> about the importance of using the correct Auxiliary Verbs in language	Those students <i>do not fully understand</i> the importance of using the correct Auxiliary Verbs in language

2.	There are several students <i>*that</i> still have difficulties in applying the use of auxiliary verbs	There are several students <i>who</i> still have difficulties in applying the use of auxiliary verbs
Interference in Collocation (lexicalization)		
3.	<i>*Like what have been stated before</i>	<i>As previously stated/mentioned</i>
Direct Translation of Collocation		
4.	Why the students <i>*find</i> difficulties in learning and applying Auxiliary Verbs.	Why did the students <i>have</i> difficulties in learning and applying Auxiliary Verbs?
5.	Do the students <i>*face</i> difficulties in learning Auxiliary Verb?	Do the students <i>have</i> difficulties in learning Auxiliary Verbs?
6.	Those students <i>do not understand well *about</i> the importance of using the correct Auxiliary Verbs in language	Those students <i>do not fully understand</i> the importance of using the correct Auxiliary Verbs in language

7.	The sample of this research is <i>students *in English Department in the fifth semester</i>	Samples of this research are <i>students of the English Department in the fifth semester</i>
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PARTICIPANT 5		
No.	Corpus	Correction
	Lexical Semantic Interference	
1.	As students of English Department, they <i>*must have</i> ability in using simple past tense in writing recount text.	As students of the English Department, they are required to have an ability in using simple past tense in writing recount text
	Interference in Collocation (lexicalization)	
2.	In reality they still <i>*not great</i> in that tense	in reality, they are still <i>incompetent</i> in that tense

3.	They need to learn English language in formal way <i>*to recognize it deeply</i>	They need to learn the English language in a formal way <i>to gain the deep understanding of grammar.</i>
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ORGANIZATION EXPERIENCES

- Member of Students Union of English Department 2013-2014
- General of Treasury of Students Union of English Department 2014-2015
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- Participant of Orientasi Mahasiswa Baru (MOMB) Universitas Negeri Gorontalo Tahun 2012
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- Performer of Hindi Culture on Cross Cultural Understanding 2014
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- Participant of Community Empowerment Universitas Negeri Gorontalo 2015
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- Organizing Committee of Cross Cultural Understanding 2014
- Organizing Committee of English Championship 2014
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- General of Treasury of Drama “Reflection” 2015
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- PIC Equipment and Logistic of Cross Cultural Understanding 2016
- Organizing Committee of "Ajak Kami ke Kota" 2016 as the Supervisor Budget
- Organizing Committee of Focus Group Discussion on Gorontalo Language Maintenance 2016

WORK EXPERIENCES

- Surveyor of Research on Gorontalo Language Maintenance 2015
- English Teacher of SDN. 5 Tomilito in Community Empowerment Program 2015
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- Teacher Volunteer of "Nusawarna" Educational Community in Dudepo Island 2016
- Teacher Assistant of Media Practice on Introduction to Literature course 2016
- Research Assistant of the Maintenance of Gorontalo Language: A Project to Maintain Local Language in Gorontalo through Teaching Digital Language Material at Elementary Schools 2016

ACHIEVEMENTS

- Grantee of Improved Academic Achievement Scholarship (PPA) 2015
- 1st Winner of Syarhil Qur'an MTQ, by Letters and Culture Faculty 2015
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- Grantee of Lippo Scholarship 2016
- Delegation of Indonesian Youth Dream Camp 2016