

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusion

From the discussions mentioned in the previous chapter, the researcher draws some conclusions as the result of the descriptive study of the interlanguage discourse of students' abstract written by ELT department students of IAIN Walisongo in June, 2012 Graduation.

Based on the finding and discussion in chapter IV, it can be concluded that there are two points that shod be concerned.

1. Students' interlanguage

Most of the students' abstracts identified have errors. So it is clear that the students still felt difficulty in writing abstract. The study shows that there are nine types of errors. The errors in the use of: Tenses (52.17%), subject-verb agreement (11.96%), sentence structure of clause (9.78%), singular-plural noun (6.52%), word order (3.27%), pronoun (1.09%), preposition (2.17%), meaning (7.61%), capitalizing (5.43%). The errors generally students made are in the use of tenses (52.17%). It means that in writing abstract, the students mostly felt difficulty in the use of tenses.

2. Causes of errors

a. Interlingual transfer

Interlingual transfer or the interference of the first language which can result some incorrect language productions called 'negative transfer'. Negative transfer occurs when the speakers or writers transfer items and structures that are not the same in both languages.

b. Intralingual transfer

The lack of students' understanding on the target language can make students easily to make error. Intralingual transfer occurs when the learner has mastered a general rule but does not yet know all the exceptions to that rule, since they have not mastered the language yet.

B. Suggestions

From the conclusion above, there are some suggestions that are proposed by the writer:

1. For The advisors

After knowing the result of this research that there are a lots of errors found in the students' abstract, hopefully all the advisors can recheck over the the abstracts of the next researchers and give some suggestions to the next them, Because the abstract is pretty important part of the thesis. Abstract is the only part usually read by the readers when they

want to know the methods or the results of the thesis. So the abstracts should be written clearly and correctly.

2. For the next researchers

For the next researchers especially at English department, the analysis of the interlanguage errors can be used as a reference. After knowing the result of this thesis, hopefully the next researchers can be more careful in writing abstracts. They must learn English more and more so that they will not make the same errors. They have to ask their advisors some guidance when they have difficulties in the process of writing abstracts.

3. For the Teacher and lecturers

Studying the learner language in terms of the errors is something that teachers have done for very practical reasons. Through the results of tests and examinations, the errors that learners make are a major element in the feedback system of the teaching-learning process. For this reason, it is important that the teacher should be able to not only detect and describe the errors from a linguistic view, but also understand the psychological reasons for their occurrences. After knowing this problem, hopefully The teacher and lecturer understand the source of the errors so that he can provide appropriate teaching strategy, which will resolve the learner's problems and allow him to discover the relevant rules. Thus, the source of the error is an important clue for the lecturer to decide on

the sort of treatment. When errors occur, the lecturer has to identify the learner's problem, and puts it right in the most efficient way.

C. Limitation of The Study

The writer realizes that this research had not been optimally well. There were constrains and obstacles faced during the research process. Some limitations of this research are:

1. The research is limited. The subject of this research is only the abstracts of thesis and participants of this research are only the ELT department students of IAIN Walisongo who were graduated in June, 2012. They are only 19 students. When the same research is conducted, the next researcher can do the research in another institution or add the subject, so that different result will be gained.
2. Because of lack of experience and knowledge of the writer, so the implementation process of this research was less smooth. But the writer tried hard as good as possible to do this study accordance with guidance from advisors.

Considering all those limitations, there is a need to do more research about the interlanguage of students' writing project as a result of language learning.