

## **CHAPTER V**

### **CLOSING**

#### **A. CONCLUSION**

The findings which are reported and discussed in chapter four have given us descriptions in details about the result of this research. Here, the writer will draw some concluding remarks based on the statements of the problem of this research. As mentioned in chapter I, the research questions of this study are:

1. What kinds of grammatical errors as the result of native language interference which can be found in students' compositions?
2. What are the possible causes of those errors?

Therefore, the result relating to the first question is about kinds of grammatical errors as the result of native language interference found in students' composition. After collecting and analyzing the data, the researcher found that there were a lot of grammatical errors. There are 10 classifications of the errors. Eight hundred and ninety nine (899) grammatical errors of various kinds were found. Six hundred and seventy (670)/(74.53%) errors are caused by students' native language interference. They are classified as follow: The result of this study shows that there are ten types of errors as the result of native language interference, they are errors in the use of: tenses (3.73%), word order (5.82%), articles (10.30%), of pronouns (3.13%), linking verbs (13.58%), errors in the use of plurality (21.04%), errors in the use of prepositions (20.90%), subject and verb agreement (20.75%), preference (0.15%), degree of comparison (0.60%). There are four dominant errors; plurality (21.04%), prepositions (20.90%), subject and verb agreement (20.75%), and linking verbs (13.58%).

The result relating to the second questions is about the cause of the errors. The errors as the result of native language interference are caused by some factors which are divided into two categories; linguistic and non linguistic factors. Linguistic factors include: the lack of students' understanding on English Grammar, the lack of students' understanding on English vocabulary, and word

to word translation. On the other hand, non linguistic factors include: the lack of students' awareness of learning, psychological motivation of the students, inappropriate teaching method, and learning environment.

## **B. SUGGESTIONS**

According to the conclusion above, the writer would like to give suggestions as follow:

### 1. For the teachers

After knowing the errors made by the students, the teachers can use this research as a reference, self-reflection and evaluation to improve their teaching after knowing the errors made by their students. The teachers should use appropriate methods when they are teaching grammar either in or out of writing class. Teachers are suggested to use contrastive and error analysis based teaching strategy in teaching grammar. What teachers should do is not only to explain the structure of the target language being learned, but also to use the errors made by the students as a medium to learn the structure of target language while comparing the structure of the target language with the structure of students' native language. This will minimize the possibility of the students to be affected by their native language interference. The use of an appropriate method also avoids the students from boredom so that they will have higher motivation and awareness to study.

### 2. For the students

For the students especially at English Department, the analysis of the grammatical Errors can be used as a reference for them so that they will not make any errors resulted from their native language interference. After knowing the kinds and the cause of errors they have made, the students should be able to make improvement in the way they are learning grammar to minimize the errors resulted from their native language. They should increase their motivation and awareness to study. Having high motivation and awareness to study, the students will improve their grammar gradually. If the

students have good grammar, the possibility to be affected by their native language can be reduced.

Another suggestion for the students in order not to be affected by their native language interference is that the students should understand the structure of their native and target language well. They should have a balanced understanding between the native and target language.

### 3. For the policy makers/syllabus designers

The policy makers of this institution should determine the material, textbooks or handbook chosen and the way the lecturers teach based on the results of this research. The policy makers should study the result of the study as a consideration in determining the material, textbooks or handbook and the way the lecturers teach in teaching-learning process. For syllabus designers, errors are significant data as they show what items are important to be included or which items needs to be recycled in the syllabus. Based on the finding of the research, the syllabus designers should pay more attention to the types errors found in students' compositions especially the dominant types of errors i.e. plurality, preposition, subject and verb agreement, and linking verb.

### 4. For the readers

After reading this thesis, the readers know the types and causes of the errors as the result of native language interference. After knowing the types and causes of such errors, they should take advantages by avoiding the same cases as stated in the thesis when they are writing English texts in order not to be affected by their native language interference.