

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Students are often made confused by the complexity of articles that have many rules, even they are at a University level, but it is very important, especially for teacher trainees. As a result, the writer is interested in conducting a research on it.

There are two research problems which become the basics of conducting this research. The first research problem is the kinds of article errors in the news item and report text made by Writing II students of English Department of Widya Mandala Catholic University of Surabaya in the academic year 2016/2017. The second one is the possible causes of the errors that students made in their Writing II essays which are about news item and report text of English Department students of Widya Mandala Catholic University of Surabaya in the academic year 2016/2017.

According to the first research problem, the result of the research shows that there are three kinds of errors on the use of article in the news item and report text made by third semester students of English Department students of Widya Mandala Catholic University of Surabaya in the academic year 2016/2017; errors of addition, error of omission, and errors of substitution. The most frequent errors made by students are errors of omission with 93 occurrences (54.39%), followed

by errors of additions with 64 occurrences (37.71%) and errors of substitutions with 14 occurrences (8.91%). In addition the result also shows that the definite article “the” is the most problematic articles with 114 errors (66.67%), followed by the indefinite article “a” with 49 errors (28.65%), and the indefinite article “an” with 8 errors (4.68%)

Referring to the second research problem that analyses the possible causes, the writer finds that the sources of the errors in the news items or report writings made by the third semester students of the English Department students of Widya Mandala Catholic University Surabaya in the academic year 2016/2017 are L1 interference, ignorance of the rule restrictions, and false concepts hypothesized. The most frequent sources of errors are ignorance of the rule restrictions with 171 occurrences (39.68%) and false concepts hypothesized with 171 occurrences (39.68%), followed by L1 interference with 89 occurrences (20.65%).

In conclusion, the errors show that the students have not yet fully mastered the rules of the English article, especially the use of definite article “the”. It can be caused by their lack of knowledge, for example “the Solo*” should be “Solo” since the article rules say to not give article in the name of city (Cole, 1997). They also make the most frequent articles errors in the type of error of omission that can be caused by L1 interference or they didn’t aware or had the misconception of the rules. As a result there is correlation between error of omission and L1 interference, for example “This is caused by **rain*** which didn’t stop from Tuesday and flooding into houses”. The “rain” in the following example should be

given the definite article “the” before the rain since the noun is definite because of the adjective clause.

5.2 Suggestion

After conducting the research and measuring the students’ capability on using English article in news item or report texts, the writer suggests to the teachers and the writer’s peer colleagues to pay more attention in the teaching and learning activities especially regarding to grammar. It is also best for the writer’s peer colleagues to increase their study towards the English articles. Thus, the suggestion is given as a note for teachers, students and other researchers who will do the research in the similar field.

5.2.1 Suggestion for the Teachers

For the English teachers, the writer suggests them have better strategies in improving the students’ mastery of English article, especially in the use of the definite article “the”. The teacher can explain the differences between the use of article rules in Indonesia and English because L1 interference is one of the possible causes of omitting the articles in the students’ writing texts. Many students still translate the target language based on their native language, for example, ”Moudy is very diligent student” instead of “Moudy is a very diligent student”. As a result many students directly translate Indonesian to English by ignoring the grammatical rules of articles, although it sounds correct in Indonesian.

Furthermore, the teachers can give more exercises to the students like “fill in the blank of article usage”, especially the definite article “the” in the writing texts since the definite article “the” errors are found mostly in the students’ writing text. The articles exercises can be found in owl.english.purdue.edu or en.islcollective.com

5.2.2 Suggestion for Peer Colleagues

The writer would like to give some suggestion to the peer colleagues, especially the students who study at the English Department of Teacher Training and Education Faculty because they will graduate as a teacher. They have to learn and practice more about the definite article “the”, and the indefinite article “a” by doing many exercises about articles. After they retain the articles rules, they may apply it in their writing for example news items or report texts because the students can apply the article in these texts.

5.2.3 Suggestions to the Next Researchers

For similar research in the future, the writer suggests that the next researchers be able to make the similar research more accurate in providing the causes of errors than the writer’s, meaning that the researchers can interview the subjects of the study to know the exact causes of the errors since the writer’s only finds the possible causes that are analyzed from the sentences and wasn’t sure what the exact causes were. Apart from its weakness, especially in the teaching and learning of the English articles, both the definite and indefinite ones, it is hoped that this thesis can contribute to the English teaching and learning process.

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