CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter contains a conclusion of the study and provides some further suggestions for the lecturers, students, and further studies.

5.1 Conclusion

Through all the analysis of this study, the writer affirmed that even though the students had got some structure courses, and writing A course, they still committed personal pronoun errors in their final exam writings related to descriptive text.

Based on the result of the error analysis, the total errors occurred in the students’ final exam texts were 89 errors from all the personal pronoun types. The most common mistake occurred was subjective pronoun, which occurred 39 times, represented 44%; followed by objective pronoun, which occurred 20 times, represented 22.5%; followed by possessive adjective pronoun, which occurred 28 times, represents 31.5%; followed by possessive pronoun, which occurred only once, represents 1%; the last was reflexive pronoun, which also occurred once, represented 1%.

And then, based on the interview session, the writer found out that there were five sources of error the students encountered: the first one was the students often focused more on the content rather than the grammar, the second one was the students’ lacking of time, the third one was the students’ lacking of grammar mastery, particularly personal pronoun, the fourth one was the
students did not self-proofread their writing before submitting, and the last one was the students’ inconsistency in using subject and pronoun.

5.2 Suggestions

Based on the result of the error analysis, there were still a number of errors in personal pronoun made by the students taking writing B. Thus, the writer intends to provide some suggestions to the followings:

5.2.1 To the Lecturers

The first one belongs to the lecturers teaching writing A course. The students can be more exposed to some simple basic grammar such as personal pronoun. Even though the students already got structure courses, it is still good to give them more exposure.

The second one is to give the students more exposure on how to make simple sentences and then how to combine those simple sentences into a well-formed sentence, for instance through Cataphora or Anaphora as Cook (1989) stated. Anaphora is used when the writer mentions the name of the noun at the beginning and uses the pronoun to replace the noun and cataphora is used when the writer mentions the pronoun at the beginning and then mentions the noun afterwards.

Therefore, the students will possibly have better understanding about personal pronoun. In addition, those suggestions may prevent the prospective writing B students from remaking the errors later in the writing B course.
The last one is intended to the lecturers teaching writing B course. Besides teaching the descriptive text genre, including its language features and generic structures, the lecturers may also try to give deeper exposure to the students on how to be consistent on choosing subject and pronoun because based on the result of the research, there are some students who continually change subject without any specific reasons.

5.2.2 To the Students

The first suggestion is that the students should read English writings more often. It can be done through papers, researches, newspapers, novels, etc. That way of new learning may decrease their chance from committing errors. In addition, it can also give them new styles of language usage.

The last is to always self-proofread whenever they have done writing. Self-proofread is very crucial since it can help the students to do correction towards their own writings. No matter how good the students are at writing, if they do not self-proofread, the chance of committing error will likely be higher from those who self-proofread.

5.2.3 To Further Studies

The writer suggests that the further studies analyze the reflexive pronoun on any writing genres. For Indonesian, reflexive pronoun is still considered ‘new’ because there is no such thing in Indonesian grammar. In Indonesian, the students usually use ‘sendiri’ which means ‘alone’ in English, not reflexive
pronoun. For example, a sentence *Rina memasak nasi goreng itu sendiri* is often translated *Rina cooks the fried rice alone.*

The writer also suggests that the further studies analyze why some students have difficulties on being consistent to choose the subject and pronoun. The writer is curious whether they are not confident of being themselves (using I) in the writing or there are any other reasons.
REFERENCES


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