

## **Chapter 5**

### **SUMMARY, CONCLUSION, AND SUGGESTION**

#### **5.1. Summary**

This study was done through some steps, starting with the design of the research method, the collection of the data, the classification of the data, the calculation of the data, the evaluation of the data, and the analysis of the factors that influence the students in making the Subject-verb agreement errors. Here are the summary of the analysis of the data.

##### **5.1.1. The Types of Error**

The total error occurrence is 477 errors of Subject-verb agreement made by the 10 grade students in their descriptive writing tests. The errors were classified to different types of error based on the classification of error by Dulay, Burt and Krashen (1982).

There are 4 types of error made by the students. They are error of omission, addition, misformation and other type resulting from translation of Bahasa Indonesia to English. The error of misordering was not made by the students, so it can be considered that the students did not have any difficulty in ordering the subject and the verb. There were 295 errors of omission (61.8%), 26 errors of addition (5.5%), 147 errors of misformation (30.8%), 0 error of misordering, and 9 errors of other type (1.9%).

### **5.1.2. The Sources of Error**

In this study, there are 2 sources of errors which caused students to make subject-verb agreement errors in their descriptive writing tests. The first source is interlingual transfer and the second source is the intralingual transfer.

The writer found out that an error can also be caused by two error sources. Therefore, the total error sources were: 324 errors of interlingual influence (40.9%) and 468 errors of intralingual influence (59.1%).

### **5.2. Conclusion**

Based on the analysis the writer made, she concluded that high school students grade 10 still have difficulties in writing descriptive texts without making Subject-verb agreement errors. It was shown from the total of Subject-verb agreement errors made by the student which were 477 errors.

From the analysis, the writer found a new type of error that was not listed as the types of error mentioned by Dulay, Burt and Krashen (1982). It was the error resulting from translation of Bahasa Indonesia to English. This type of error was made because the influence of the students' native language or interlingual influence.

The most frequent made Subject-verb agreement errors was the error of omission, followed by the error of misformation, the error of addition and the error of other type. However, the error of misordering was not made by the students.

The sources of the errors were the influence of the native language or interlingual influence and the intralingual influence which consisted of the overgeneralization done by the students, the lack of competence of the students. The writer also found out that one error could be caused by both interlingual and intralingual influences.

### **5.3. Suggestions**

From the study done by the writer, she found out that there was still a high frequency of Subject-verb agreement errors occurrence. She had some suggestions for teachers and for further study.

#### **5.3.1. Suggestion for Teachers**

The writer suggested that in teaching descriptive text, the teacher must emphasize on the tense used in the descriptive text which is Simple Present Tense and especially in the Subject-verb agreement rules, so that the students would not get confused when doing their own writing tasks. However, the teacher should not only teach Simple Present Tense, but she or he should also give short explanation of the other tenses that might be used in a descriptive text like Simple Past and Present Perfect Tense that might commonly be used to describe the situation or the condition of the object of the descriptive text in other time signal.

The teacher should teach the students about the subject-verb agreement rules not only in Simple Present Tense, but also in other tenses because subject-verb agreement can be found in any tenses and has different patterns for each tense.

The last is the teacher should give more examples in explaining the subject-verb agreement rules to the students, so the students would not forget of the rules easily and the teacher should give more exercise about subject-verb agreement and descriptive writing.

### **5.3.2. Suggestion for Further Studies**

The writer suggests for further study to analyze a wider scope of students in different kind of text, like narrative, explanation, report or exposition text, and in different level of grade.

The writer suggests for further study to find the theory of the other type of error of subject-verb-agreement which is the error resulting from translation of Bahasa Indonesia to English in order to guide them in doing the study if they find this type of error.

The writer suggests for further study to analyze students' translation from Bahasa Indonesia text to English, to identify the students errors so the study can find differences in the results of the study, which the writer assumes that there would be fewer errors from the students' translation.

In this study the writer assumes that the error sources data were not really accurate as they were taken from the prediction of the writer, so for further study, it is suggested to use think aloud protocol procedure to find the error sources.

Moreover, it would be better if further study classified the error sources in more specific causes, not only into 2 classifications: interlingual influence and intralingual influence. So that, the results of the study could be used for teachers

and learners to avoid the errors that might occur when they are doing the teaching and learning process and also to improve the teaching techniques of the teachers.

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