

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer gives the overall conclusion of the study and some suggestions for English teachers and further research.

5.1. Conclusion

Writing is a way to communicate to each other besides speaking. Therefore, the language must be clear and eligible. It requires practice to make a good writing. It needs a complex process in producing a piece of writing. Students not only have ideas to write, but they also have to be able to produce language in the form of writing that is understood by the readers.

Some genres of writing include descriptive, narrative, and recount. Narrative writing is one of the writing genre in which the writer tells a story which is usually not real. The purpose of a narrative text is mainly to entertain the readers. Moreover, narrative text also provides readers with a moral value in it, whether explicitly or implicitly. Since the story is mainly a fiction (not real), the language feature which distinguishes it from other genres is the use of past tense. Because a strong logically happened in the past, therefore the most noticeable and important tense of narrative writing is past tense, especially simple past tense.

Simple past tense itself has already been taught in Indonesia since junior high school and even earlier than that. However, since Indonesian language doesn't have a system like tenses, it makes Indonesian learners find difficulties in applying simple past tense appropriately. Even among university students, it is quite difficult not to produce errors in their narrative writing.

The student of this study is the second semester students who was taking Writing I Student and also joined Narrative Writing competition held by ED-R2 Laboratory. 48 works from the students was analyzed to fulfill the purpose of the study; to find out what type of errors, possible source of errors and average amount of errors made by the students.

The result shows that 82.5% of the type of error is misinformation errors. The reason of misinformation errors is that because students were using simple present tense in most of their story, while the appropriate tense should be used in narrative writing is simple past tense. The second highest type of errors is omission at 8.2%. Students' omission errors include the omission in student, to be and verb in their writing. 7.4 % of addition was found in the students' work and the last is misordering errors at 1.9% only.

The highest percentage in possible source of error is communication strategies at 76.7%. The reason for this source of errors is that student used simple present tense instead of simple past tense. This is one of their strategies to deliver their story without pay attention to the use of correct tense. The next is intralanguage transfer at 20.7%. This result shows that students still made errors in the use of simple past tense. It can be concluded that their understanding of the use and form of the simple past tense need to be improved. The last is interlanguage transfer at 2.6%. the negative transfer of the students' native language is shown that students made attempt in collaborating what they know and what they has not know yet.

5.2. Suggestion for the Teacher

The following are some suggestions that the writer give for the English teachers especially in teaching narrative writing.

1. Writing is not an easy skill to master because it takes practice and perseverance in the process of mastering. Writing includes a lot of aspects in order to make a piece of writing which is eligible and understandable that's why teachers should be able to motivate students to write, not just for their assignment but as their habit outside the class.
2. Simple past tense actually is a simple grammatical pattern which has been taught since Indonesian students were in junior high school. However, once again applying something which is not from the native language is sometimes not easy. Furthermore, students have to be able to combine sentence by sentence in order to make a narrative essay. The writer suggests that the teachers provide more exercise in improving students' skill in applying simple past tense. For example, students can be trained to use simple past tense sentence one by one. After that, students are asked to make a paragraph which contains 5-6 sentences of simple past tense. If they are able to do that, they can start making 2-3 paragraphs until they are able to make a story using simple past tense.
3. It is also important for teacher to give many references about narrative writing so that students can read a lot and improve their writing. An important thing about narrative writing is to let students think and use their imagination to create a story that has value to be shared.

5.3. Suggestions for Further Research

The following is a suggestion that the writer gives for further research:

1. A future study should use more significant instrument to find out the source of errors. Since this study is not able to detect the possible error of context of learning, it will be

better for the further research to improve this part. It can be done by doing an interview to find out more.

2. A future study should use more significant instrument to find out the type of errors. Since this study only uses 4 types of error based on surface strategy taxonomy, it will be better for the next researcher to go deeper with more sub types. For example omission type can be divided again into omission of subject, omission of to be, omission of verb and so on. By doing so, it will give more information about the frequency of each sub-type of omission.
3. A future study should analyze errors in other aspects in narrative essays. Narrative essays have so many elements on it. Each of them contains information that can be very useful. For example error analysis in the conjunction, in the use of past perfect, or the use of verb in narrative essays.

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