

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The findings of the research along with their discussion have been elaborated in the former chapter. This chapter will provide the conclusion of the research as well as the recommendation for both pedagogical implications and also further research regarding interference in junior high school context.

5.1 Conclusions

The research aims at investigating the grammatical interference that might interfere the students' English learning. Specifically, there are two main things that become the research's objectives which are; uncovering the most grammatical interference experienced by the students of junior high school as well as their difficulties in learning English.

The research revealed three things which are first, the most grammatical interference which is encountered by the students, second, the probable factor that triggers its occurrence and third the students' difficulties in learning English that also play role in generating grammatical interference. Out of 36 students, there are 31 that make errors in the absence of morpheme "s" in the plural forms, making it as the most grammatical interference experienced by them. This error is considered to stem from their native language interference since in Bahasa Indonesia, such attachment of morpheme is not applied. To indicate a noun is in plural form in Bahasa Indonesia, quantifiers are simply added before it, but they do not interfere with the changing form of the noun by attaching morphemes (Djenar, 2003). This error can be categorized as reduced system which is one of interlanguage characteristics as the students make less complex grammatical structure in the target language (Saville & Troike, 2006).

Saville & Troike further explain that such interlanguage characteristic is generated when the target language learners are still in contact with their native

language speech community thus the needs to communicate with correct grammatical structures is not there as they can still sustain the communication with the incorrect one. Such circumstance is observed in the classroom observation that the students are not encouraged to speak English in the classroom. The non-existence of the encouragement will generate no interaction, that is the heart of communication and should be taught by the language teacher (Brown, 2001). Interaction is believed to be an essential things in second language acquisition as it enable the students to express meaning and build discourse structures in the target language (Saville & Troike, 2006).

Regarding the students' difficulties in learning English, they state that they have difficulties in memorizing the verb changes in tenses, pronouncing words in English, memorizing vocabularies and they also confess that they are mocked by their peers when they try to speak English.

Their difficulties in memorizing the verb changes can actually be seen in the research findings that there are 28 students who make errors concerning the wrong use of tense. Although it is not the most error made, but its number is still considerably high. Meanwhile, regarding their difficulties in pronouncing English words and memorizing vocabularies, they cannot be observed during the research owing to the less interaction in the classroom. Even though they are not observed, they still serve as valuable supplementary information for language teacher to take further action to overcome them. Their last difficulty is interesting. Being mocked by their peers is a serious problem that should be overcome instantly since when they are mocked, they will lose motivation to speak English. Motivation is a fundamental thing that will determine the successfulness of second language learners (Saville & Troike, 2006). This will as well lessens English interaction between the students and in view of that, this problem should be handled seriously and immediately.

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Investigating grammatical interference in junior high school students translation

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5.2 Recommendations

Interlanguage is a common state that second language learners must go through. However, it should always be supervised by the language teacher as it tends to be fossilized. It is also advised to monitor the language transfer (both positive and negative), to give information for the teacher to decide which grammatical structure should be taught and which that has less priority. It is also suggested that interactive classroom should be made by the teacher. It is important because less interaction in English can give a rise to interference (Saville-Troike, 2006). For that reason, the students should be encouraged to speak English by playing the roles of interactive teacher proposed by Brown (2001), to give them a chance to apply what they have learned about the target language since there is no guarantee that they will get the same chance outside the classroom. Besides that, motivation is an important thing that should be raised by the teacher. It is important because it plays a role in determining whether the students are successful or not in acquiring the target language (Saville-Troike, 2006). To do so, it is advised to apply some characteristics of technique proposed by Brown (2001) that can intrinsically motivate the students. The last recommendation is in regard with the students who are being mocked by their peers when they speak English. The teacher should take further action immediately to solve this problem otherwise English teaching and learning in the school will not be effective as the students are not motivated and willing to speak it.

Meanwhile, for future researcher, it is advised to conduct research on other types of interference as it does not only occur in grammar, thus, it will enable the students to be more successful second language learners.