

CHAPTER 5

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions of the study. The conclusions are formulated from the research questions regarding intralingual and developmental errors. On the other hand, the suggestions elaborate the recommendation for related parties and further research in the related topic.

5.1 Conclusions

The study focuses on intralingual and developmental errors in students' descriptive texts. The purpose of the study is to find out the types of intralingual and developmental errors in the tenth grade students' descriptive texts, the highest frequency of the errors type made by the students as well as the causes of the errors.

Five out of six types of intralingual and developmental errors were found in the students' descriptive texts. They covered errors in the production of verb groups (11.2%), errors in the distribution of verb groups (4.2%), miscellaneous errors (18.3%), errors in the use of preposition (9.8%), and errors in the use of articles (56.5%). One type of intralingual and developmental errors that did not appear in the students' descriptive texts was errors in the use of questions. It did not appear because the students did not write any questions in their texts at all. Those intralingual and developmental errors were caused by the students' ignorance of rule restriction, false concept hypothesized and overgeneralization. Furthermore, the interference from mother tongue also affected the occurrence of those errors.

The result showed that there was one type of intralingual error that exceeded other types of errors, namely errors in the use of articles (56.5%). It covered omission of *the* (8.5%), *a* instead of \emptyset (21.2%), and omission of *a* (26.8%).

Based on the result, omission of *a* was the highest frequency error made by the students. It recorded 26.8 % and it was found in thirteen students' texts. The omission of *a* is one of the students' ignorance of rule restrictions. The students made the errors by choosing incorrect articles for their sentences or omitting and adding the articles unnecessarily in their sentences without understanding the rule restriction of the articles.

The difficulty in acquiring L2 is not only because of the structure rules of L2 itself but also the interference from L1. The omission of article *a* is also one of the error examples that affected by L1. In English language structure sentences, article *a* must be placed before class nouns defined by adjectives (*good boy, slim body, flat nose, etc*). The correct structure of English sentence will have *He is a good boy* rather than *He is good boy*. However, the students tend to make many errors in their texts because they omitted article *a* before the noun phrase as the result from the effect of their L1. In Indonesian language structures, a sentence will be correct without putting Indonesian determiner or articles (*seorang, sebuah, seekor, etc*) before a noun phrase. The Indonesian sentence *Dia anak yang baik* is still correct although there is no article *seorang* before *anak yang baik* in the sentence.

5.2 Suggestions

Several suggestions are offered to teachers and to students as well as to those who are interested in conducting further research in similar areas after the study had been finished.

For teachers, they should give students remedial and detail explanation in the article usage. In the case of writing descriptive text, remedial explanation in the use of articles will be very helpful for them. The teachers can also give them the articles usage in English structure sentences, give them exercises in order that they can determine the articles that should be used, and ask them to learn and practice making sentences with the articles. Moreover, the teacher should also develop materials and teaching techniques in order to help the students understand the lesson easier.

For students, they should learn how to put the articles appropriately based on the examples given by their teacher. After that, they can try to do the exercises related to the articles usage. They can get the exercises from the teacher's task or they can search the exercises in the books or internet by themselves.

The recommendation for further research is to investigate factors causing errors with involving students as the participants. It can be done by conducting interview with the students. By getting the students' responses from the interview, there is a high possibility to obtain more information on the topic discussed.