

## **CHAPTER FOUR**

### **CONCLUSION**

In this chapter, I would like to make a conclusion from my analysis of the grammatical errors that the English learners in the Paragraph and Narrative Writing Class produce and the factors that lead the learners to make the errors. The eighteen learners make errors when they compose English paragraphs. The learners make errors of various types, and the errors are caused by certain factors. From the twelve types of grammatical errors enumerated by Norrish (83-85), there are nine types of grammatical errors which the learners in the Paragraph and Narrative Writing Class make when composing the English paragraphs. The learners make errors in tenses, determiners, possessive structures, prepositions, derivations, pronouns, gerund or 'to infinitive', spelling and participial phrases. The learners do not make errors in the punctuation, capitalization, and comparative & superlative construction. There is a type of grammatical errors, which the learners make when composing the English paragraphs but it is not enumerated by Norrish. The error is in to be. The factors that cause the learners to

make such errors are the influence of the learners' first language, the lack of motivation of the learners, and the poor aptitude of the learners.

From eighteen learners, there are six learners who make errors in the verb tenses. All of the learners make errors in the use of the simple present tense. The factors that cause the learners to make such errors are the poor aptitude of the learners and the lack of motivation of the learners. There are five learners who make such errors because of their poor aptitude of English: they lack of knowledge of the use of the verb tense (see Appendix II part A a – e). There is a learner who makes such an error because of the lack of motivation of the learner in writing. The lack of motivation makes the learner not pay attention to the lecturer's explanation in the class (see Appendix II part A f).

From eighteen learners, there are eleven learners who make errors in the determiners. There are nine learners who make errors in the absence of the determiner 'a' and two learners who make errors in the absence of the determiner 'the'. All of the learners make such errors because of the influence of their first language: they rarely uses determiners in Indonesian (see Appendix II part B).

From eighteen learners, there are three learners who make errors in the possessive structures. The learners make the errors in the absence of an apostrophe '-s'. The factor that causes the learners to make such errors is the poor aptitude of the learners: the lack of knowledge of the learners in the use of an apostrophe '-s' (see Appendix II part C).

From eighteen learners, there are eleven learners who make errors in the prepositions. There are two learners who make errors in the use of the preposition

'to', two learners who make errors in the absence of the preposition 'for', two learners who make errors in the use of the preposition 'in', three learners who make errors in the use of the preposition 'with', and two learners who make errors in the absence of the preposition 'about'. The factors that cause the learners to make such errors are the influence of the learners' first language and the poor aptitude of the learners. There are eight learners who make such errors because of the influence of their first language: they make the English sentence using the grammar in Indonesian (see Appendix II part D 1a, 2a, 3a, 4, and 5). There are three learners who make such errors because of their poor aptitude of English grammar: they lack knowledge of the use of the prepositions (see Appendix II part D 1b, 2b, and 3b).

From eighteen learners, there are nine learners who make errors in the derivations. There are three learners who make errors in the use of the adjective, four learners who make errors in the use of the noun, and two learners who make errors in the use of the adverb. The factors that cause the learners to make such errors are the influence of the learners' first language, the lack of motivation of the learners, and the poor aptitude of the learners. There are two learners who make such errors because they are influenced by their first language: they think in Indonesian to express their ideas when composing English paragraphs (see Appendix II part E 1a and 3a). There are three learners who make such errors because of their lack of motivation. The lack of motivation causes the learners not to pay attention to the lecturer's explanation in the class (see Appendix II part E 1c, and 2a - b). There are four learners who make such errors because of their

poor aptitude of English: they lack knowledge of derivations (see Appendix part E 1b, 2c -d, and 3b).

From eighteen learners, there are three learners who make errors in the pronouns. The factor that causes the learners to make such errors is the poor aptitude of the learners. All of the learners make such errors because of their poor aptitude of English: they misunderstand the grammatical rules of the pronouns (see Appendix II part F).

From eighteen learners, there are five learners who make errors in the gerund or the 'to infinitive'. There are three learners who make errors in the use of the gerund, and two learners who make errors in the use of the 'to infinitive'. The factor that causes the learners to make such errors is the poor aptitude of the learners. All of the learners make such errors because of their poor aptitude: they are confused about the use of the gerund and the 'to infinitive' (see Appendix II part G).

From eighteen learners, there are three learners who make errors in the participial phrases. All of the learners make errors in the use of the past participle instead of the present participle. The factor that causes the learners to make such errors is the poor aptitude of the learners. All of the learners make such errors because of their poor aptitude of English grammar. They lack knowledge of the use of the participial phrases (see Appendix II part H).

From eighteen learners, there are twelve learners who make errors in to be. There are six learners who make errors in the use of to be, and six learners who make errors in the absence of to be. The factor that causes the learners to make

such errors is the poor aptitude of the learners and the influence of the learners' first language. There are seven learners who make such errors because of their poor aptitude: they lack of knowledge of to be (see Appendix II part I 1a – e and 2a - b). There are five learners who make such errors because of the influence of their first language: They are not accustomed to use English (see Appendix II part I 1f and 2c - f).

From eighteen learners, there are ten learners who make errors in spelling. The factors that cause the learners to make such errors are the poor aptitude of the learners and the influence of the learners' first language. There are eight learners who make such errors because of their poor aptitude of English grammar: they lack knowledge of spelling some English words (see Appendix II part J a - h). There are two learners who make such errors because of the influence of their first language: they express their words using Indonesian grammar when composing English paragraphs (see Appendix II part J i and j).

After analyzing the data, I find that the most common error that the learners make when composing English paragraphs is in to be. There are twelve learners who make errors in to be. The most common factor that causes the learners to make errors is the poor aptitude of the learners. There are forty one errors which occurred because of their poor aptitude of English grammar.

I hope this thesis can give benefits for the readers. The learners need good aptitude and good motivation when learning English. If the learners have good aptitude of English grammar, they will better understand about the correct grammar that they have to use in their writing. The learners need good aptitude

when composing English paragraphs because composing paragraphs is not only about narrating their own stories, but also about using appropriate grammar in one's writing. If the learners have good motivation in writing, the learners will pay attention to what the lecturer says in the class. Furthermore, the learners have to avoid interference of their first language because each language has its own grammar. The learners should not consider that the Indonesian grammar is identical with English grammar.