

CHAPTER FOUR

CONCLUSION

In this chapter, I will show the types and the causes of the errors found in the data analysis. Then, I will draw my own conclusion on the error analysis of verb based on the frequency of the appearance of the type error and the cause of the error. I also add my thought about how the most common cause in the analysis influences the student in learning another language.

In Chapter Three, I have analysed twelve data that consist of forty-five errors. Data analysis, fourteen errors are categorized into **misformation: archi-form**, thirteen errors are categorized into **addition: simple addition**, nine errors are categorized into **omission**, and six errors are categorized into **misformation: alternating forms**. One error is categorized into **addition: regularization**. One error is categorized into **misformation: regularization** and one is categorized into **misordering**. However, out of the forty-five errors presented, I could not find any error categorized as **addition: double marker** (see appendix B).

Based on the findings, I conclude that out of the forty-five errors, the most common type of error made by the students is **misformation: archi-form**. Out of the fourteen errors that are classified into **misformation: archi-form**, four

errors are related to the limited knowledge of the student, and ten errors are related to the wrong use of verb in relation to the subject. The use of wrong verb can be seen as a result of the different rules between the student's first language and the target language. For instance, in Indonesian there is no difference in using a verb in relation to the time and there is no difference in using a verb in relation to the subject. As a result, **misformation: archi-form** becomes the most common type of errors that the students have made.

On the other hand, **addition: regularization**, **misformation: regularization** and **misordering** are the least common types of error made by the students. I find that only one student regularizes the form of a word with the previous word he has heard frequently in his daily life, which is *shopping*. Most students have understood the structure in English. In relation to the structure, a problem may occur only when the student uses *to be*, which does not exist in the Indonesian structure. That is why **misordering** becomes the least common type of error made by the students.

When I relate the types of errors found to the causes, I find that out of the twenty-two errors of **misformation: archi-form**, seven errors are caused by the **interference** from the student's first language, four errors are caused by **ignorance of the rule restrictions**, two errors are caused by **false concept hypothesised**, and only one is caused by **incomplete application of rules**. Out of thirteen errors which are classified into **addition: simple addition**, four errors are caused by the **ignorance of the rule restrictions**, three errors are caused by **over-generalization** two errors are caused by **false concept hypothesized**, two errors are caused by **interference** from the student's first language, and two errors is

caused by the **incomplete application of rules**. Out of the nine errors that are classified into **omission**, four errors are caused by **incomplete application of rules**, three errors are caused by **interference**, one error is caused **ignorance of the rule restrictions** and one error is caused by the **over-generalization**. Out of the six errors that are classified into **misformation: alternating forms**, three errors are caused by the **interference**, one error is caused by **incomplete application of rules**, one error is caused **over-generalization** and one is caused by **false concept hypothesized**. In addition, there is one error categorized as **addition: regularization** that is caused by the **ignorance of the rule restrictions**, one error categorised into **misformation: regularization** and another error categorized as **misordering** which is caused by **over-generalization**.

Based on the analysis result above, I find that the errors are mostly caused by **interference**; there are fifteen errors. Ten errors are caused by the **ignorance of the rule restrictions**. Nine errors are caused by **incomplete application of rules**. Six errors are caused by **overgeneralization** and five errors are caused by **false concept hypothesized** (See appendix C).

In learning other languages, it is acceptable to use the concept of the student's first language as long as it helps the student to understand the target language correctly. In some cases, the concept helps the student to learn the target language well, for instance, when the structure in the first language is the same as that in the target language. The students will compare the concept in their first language with that in the target language; besides, the concept in the target language will be easily stored in the student's mind because they are similar. However, from the data analysis, I find that in most cases, the errors are caused by

the **interference** from the students' first language. I believe the errors happen because the students still keep the concept of their first language. By keeping that, the students are often led to making errors, especially when the rules and the concept between the first language and the target language are different. For example, compared to English, there are many rules which do not exist in Indonesian. English has its own rule about the tenses, while Indonesian does not. The English language concerns with the verb relating to the subject, while in Indonesian there is no difference in using a verb in relation to the subject.

After working on the study of the error analysis, I believe that learning another language is not a simple task. Learning new different rules in the target language needs time and strong will. Personally, I suggest that the students not use the strategy of learning other languages based on the concept of their first language too often. The student can use this strategy as long as the pattern, rules, and structures are the same as those in the target language. Otherwise, the student will keep making errors if they keep applying the wrong concept. Furthermore, as a student who learns another language, she or he should learn the pattern, rules, and structures existing in the target language, so that he or she should not make an error. In addition, for those who are interested in a research in the same field, my suggestion is that he should expand his knowledge about the theory of error analysis, and always bear in mind that interviewing the person who makes the error is an important part of the research.

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