CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

The study found that the students' errors can be categorized into four main types: Omission, Addition, Selection, and Ordering errors. Among these, Selection errors were the most prevalent, followed by Omission errors.

1. **Frequency of Errors**: The highest frequency of errors was observed in Selection errors (41.86%), followed by Omission errors (30.23%). Ordering errors made up 16.27%, and Addition errors accounted for 11.62% of all mistakes.

2. **Common Errors Identified**:

   - **Omission errors** were often related to the omission of essential elements such as articles and prepositions.

   - **Addition errors** involved the unnecessary inclusion of words or phrases, such as redundant descriptors.

   - **Selection errors** were associated with incorrect word choice, including verbs and adjectives.

   - **Ordering errors** involved the incorrect arrangement of sentence components.

3. **Causes of Errors**:

   - **Translation from the first language** resulted in errors due to direct translation.

   - **Carelessness** and typographical mistakes contributed to some errors.

- **First language interference** led to incorrect sentence structures influenced by the students' native language.

- **Limited vocabulary** was a significant cause, as students often used approximate terms.

- **Redundancy and overuse of modifiers** were observed as a result of the students' desire to emphasize descriptions.

4. **Implications for Teaching**:

- Focused instruction on grammar rules, such as subject-verb agreement, articles, and prepositions, is necessary to address Omission and Selection errors.

- Expanding vocabulary through context-based activities can reduce Selection and Omission errors.

- Using error analysis as a diagnostic tool in teaching can help address specific linguistic weaknesses.

- Encouraging proofreading skills will help minimize typographical errors and careless mistakes.

- Teachers should be aware of first language interference and incorporate contrastive analysis to help students understand differences in sentence structures.

4.3 Suggestions

1. **For Teachers:**

- Emphasize differences between Indonesian and English grammar, particularly in prepositions and articles.

- Provide vocabulary enrichment activities to improve lexical precision.

- Encourage systematic proofreading to minimize careless mistakes.

2. **For Students:**

- Allocate adequate time for reviewing and editing written tasks.

- Enhance vocabulary through contextual writing exercises and reading.

- Focus on feedback from teachers to improve grammatical accuracy.

3. **For Future Researchers:**

- Explore effective interventions to address first language interference.

- Investigate the role of digital tools in enhancing proofreading and writing skills.