

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

There are four types of essay; namely descriptive, narrative, expository, and argumentative essay. The first three types of essays are primarily to explain or analyze. Argumentative essay, on the other hand, has a different purpose: to convince or to persuade. In argumentative essay, as Langan, J (1997:121) said, "a writer attempts to support a controversial point or defend a position on which there is a difference of opinion". It is easy to persuade someone orally because they can see our facial expression as well as hear our intonation. However, written argumentation is difficult since the reader does not meet the writer. Therefore, strongly specific and adequate reasons are needed.

Having analyzed the argumentative essays written by the second year students of English Department of Padang State University, the writer comes to the conclusion that the students' argumentative essays are fairly good. There are many errors made by the students in writing argumentative essay; however, most of the errors are related to sentence skill or grammatical structure. They have already been able to organize their ideas thoroughly by giving logical reasons. It can be seen from the result of their argumentative essay as discussed in previous chapter. The writer has found 287 errors which are divided into four categories: 264 (92 %) errors belong to sentence skill or grammatical structure, 4 (1.3 %) errors belong to unity, 5 (1.7 %) errors belong to support, and 14 (5 %) errors belong to Coherence.

From the statistic above, it can also be concluded that main problem of the students in writing a composition is grammatical structure. Although the structure is not the most important part in composition, a number of errors in grammar will reduce the reader's interest. As Langan, J (1997:86) said "A paper that contains a number of errors in grammar, mechanics, punctuation, or usage will not make a favorable impression on a reader". The errors are caused by some factors such as: the students' limited knowledge of grammar, lack of practice of grammatical exercise, and little grammatical exercise given by the lecturer.

Among 264 grammatical errors committed by the students, the most dominant error is related to the subject-verb agreement and the least dominant one is related with faulty parallelism. Errors in support are much related to the lack of specific and adequate details used in argumentative essay. Errors in unity are divided into two types of formulating theses statement. Three errors go to writing announcement rather than statement and one error is related the scope of the theses statement.

5.2 Suggestions

Through the error analysis on the argumentative essay made by the second year students of English Department of Padang State University, there are some suggestions to be considered. They are as follows:

1. Langan's model is the best model to be applied in evaluating essay because it covers both composition skill (unity, support, coherence) and grammatical skill. Therefore, it is suggested that teachers or lecturers should use this model in essay evaluation.

2. It is also suggested that the students should know Langan's model in evaluating essay in order that they are able to do some correction for their works by themselves.
3. It is also suggested that the university students should practise their knowledge of grammar more often by doing many grammatical exercises.
4. It is also suggested that the lecturers should give many grammatical exercises during the process of teaching and learning essay.

