

CHAPTER V

CONCLUSIONS, IMPLICATION AND SUGGESTIONS

5.1 Conclusions

Having analysed the syntactic interference of Chinese language in the English text written by the Chinese students, here are the conclusions:

1. The Grammatical interference as the most finding in the interference of students on written English texts. This kind of interference occurs on the level of rules and structures of both languages. Most texts are influenced by the students' mother tongue's structure. They did not consider the differences between the systems of Chinese and English. Students transferred the structure of the source language into the target language.
2. The syntactic interferences found in the English text written by ten Chinese students are the syntactic interference on parts of speech (noun, adjective, verb), syntactic interference on tense, syntactic interference on pronoun, syntactic interference on auxiliary, syntactic interference on article (definite and indefinite), syntactic interference on noun indicating possession, syntactic interference on noun plurality, and syntactic interference on impersonal 'there' as sentence subject.

The syntactic interferences above occur as Chinese students applied the properties and features belonged to Chinese (L1) when they are writing in English (L2) or they produced error English

sentences when the same rules are not found in Chinese language (L1). The interference on parts of speech occurs as the student does not change the part of speech to correspond to its position as adjective, verb, and noun. In addition the part of speech does not correspond to the subject (3rd person singular) or after preposition. The interference on tenses occurs as the student maintains infinitive form to express past or perfect. The interference on pronoun occurs as the student does not correspond to its position as subject, object, possessive, and the subject 'I' is placed before other subjects, which is not usual in English. The interference on auxiliary occurs as the student creates question without auxiliary, and To Be is omitted in passive. In addition, no bare verb used after modal, which is incorrect in English. The interference on article occurs as the student uses '*that*' instead of '*the*' and omits using indefinite article '*a/an*'. Interference on noun indicating possession occurs as the student omits using apostrophe '*'s*'. Interference on noun plurality occurs as the student maintains in the form of singular noun, though it supposed to be plural. Last but not least, the interference on impersonal 'there' as subject occurs as the student uses '*have*' instead of '*there*'.

3. Last, the factors that contribute interference namely Speaker bilingualism background, Disloyalty to target language, The limited vocabularies, Prestige and style. In this study it was found the additional causes of the interference there are The lack of knowledge

and superiority occurred in students interference was found in the interview.

5.2 Implication

The implication of this research can be expected upon teaching and learning process. The teachers should give attention more about this problem. In other hand, the students can reduce the ungrammatical structure when they write in English texts. The superiority or a sense of pride in culture / civilization makes students change and change their culture and that's what makes students survive in culture / language so that it is carried away in learning English. In other words, Chinese students feel proud and affected with pride and persist in that culture and that is interference in the language realized in the narrative writing that they made when taught by native Indonesian lecturers / native Indonesians. Findings or theories like this do not yet exist or have not been as specific as this yet. That interference occurs due to the influence of the mother tongue of the learners already exists but that pride in culture and ethnicity has only been found this time in Medan Indonesia.

This research also implicated the students put more awareness toward L1 interference in written English texts and drill more the correct grammatical. This study also indicates some remarkable contribution to the language field a special attention of this phenomenon.

5.3 Suggestions

Concerning to the findings of the this study, therefore the researcher suggests as follows:

1. The teachers who teach Chinese students may emphasize and zoom out the syntactic interference of Chinese language (L1) as what are found in chapter IV. The teacher may inform the findings to the students in order ,to increase their awareness about the errors they make as the result of the L1 interference. The teacher focuses on this problem and finds the teaching strategies to avoid the errors in English sentence they produced as the result of L1 syntactic interference.
2. Other researchers may use the findings in order to investigate the L1 interference in L2. Others possibly investigate the lexical interference, discourse interference of the L1 (Bataknese, Malay, Karonese, and so on) in English.
3. Students are expected to recognize and understand the syntactic interference of L1 in L2 in order to possibly improve their self-awareness and self-correction.
4. Schools, especially those who have Chinese students mostly, are suggested to socialize the findings and create the policy and strategy of teaching and learning in order to overcome the L1 interference problems.