

CHAPTER V

CONCLUSIONS & SUGGESTIONS

In this segment, the researcher presented the conclusions and suggestions in the end section of this research. The conclusion was settled based on the framed research questions, meanwhile suggestions were offered to provide information to the next researchers who were anxious about doing the same research.

A. Conclusions

This research focused to analyze the errors made by the students in writing thesis abstract. Based on the result, the students made 44 errors. Verb tense is the highest frequency of errors with 9 errors (20,45%), followed by singular-plural errors with 6 errors (13,63%), omit a word with 6 errors (13,63%), capitalization with 6 errors (13,63%), punctuation with 5 errors (11,36%), spelling with 4 errors (9,09%), word form with 3 errors (6,81%), word choice with 2 errors (4,54%), and the last is add a word errors with 2 errors (4,54%).

From the findings, it can be concluded that thesis abstracts made by English Language Education students at IAIN Kediri are still prone to error. The findings show that there were 44 errors found in the students' thesis abstracts. The errors found in their thesis abstracts show that there was a lack of precision and accuracy that were seen through their abstracts. It can be concluded that they still need to achieve a deeper understanding and mastery of grammatical rules.

B. Suggestions

The researcher would like to propose some suggestions. Hopefully, the suggestions will give a new idea for a better learning process, especially in writing skill in English Department of State Islamic Institute of Kediri. There were several suggestions related to the grammatical error analysis in thesis abstracts.

1. For thesis advisor

Considering that thesis abstract text is the face of the whole thesis text, it is important that the papers are examined closely so that they can be free from language convention errors before being submitted. Therefore, it is crucial to have a closer look at the abstracts submitted for a desk evaluation and make sure that writers successfully and accurately write their thesis in terms of language terms conventions that cover grammar, spelling, and punctuation. Thesis advisor also can encourage students to have someone proofread their thesis or have their paper checked with a grammar, spelling, and punctuation checker.

2. For the lecturers

Students' error had considerable importance to lecturers and syllabus designers. Automatically, they helped the lecturers to identified the students' writing problem. The researcher suggested that all of the lecturers to use the most appropriate methods or techniques in teaching writing. Even they were prepared to be English teachers, they should have good competence in all language skills to be good English teachers.

3. For the students

The researcher hoped that the students had to learn English by reading more materials in order to improve their English grammatical ability.

4. For the further researchers

This research is a descriptive study that applied an error analysis technique. Since the primary source of research was only documents which were the abstracts, the researcher did not provide sufficient details as to explain what exactly caused the errors through interviews, questionnaires, or other instruments. Further and more detailed research on the factors or causes of error might be needed. Different method and techniques are required as well. Thus, this research was expected that the result of the research could give some informative inputs to other researchers who wanted to conduct similar research.