BAB 5

Kesimpulan

5.1 Kesimpulan

Berpijak dari penjelasan yang sudah diuraikan di atas tentang tulisan siswa di salah satu bimbingan belajar, saya akan menyimpulkan beberapa hal penting yang dapat diambil dari pertanyaan yang ada pada identifikasi masalah, yaitu tentang bagaimana struktur tulisan bahasa Inggris yang dihasilkan oleh siswa EFl. Berdasarkan analisis terhadap tulisan siswa EFL disimpulkan

Berdasarkan analisis struktur tulisan bahasa Inggris yang dihasilkan oleh siswa EFL, dapat disimpulkan bahwa siswa cenderung menyusun kalimat dengan pola subjek, predikat, dan objek. Setiap kalimat yang dihasilkan menunjukkan variasi frasa yang digunakan, yang membuktikan bahwa siswa telah memahami penggunaan frasa seperti *noun phrase, verb phrase*, dan *preposition phrase*. Selain itu, siswa juga menggunakan berbagai variasi leksikal seperti *noun, verb, adverb*, dan *preposition*.

Namun demikian, tulisan yang dihasilkan oleh siswa masih menunjukkan beberapa inkonsistensi dalam penggunaan bentuk kata kerja, seperti penggunaan kata kerja bentuk *-ing* (*gerund*) dan kata kerja bentuk kedua. Siswa juga cenderung menggunakan kata kerja yang tidak sesuai dengan subjeknya (*subject-verb agreement*) dalam kalimat. Selain itu, ejaan kata yang tidak tepat dalam frasa juga ditemukan dalam tulisan siswa.

Dengan demikian, ini menunjukkan bahwa siswa masih berada dalam proses perkembangan dalam menguasai keterampilan menulis dalam bahasa Inggris.

Sedangkan, berdasarkan kesimpulan analisis diatas terlihat bahwa faktor yang mempengaruhi struktur tulisan siswa EFL yaitu di pengaruhi oleh adanya urutan pemerolehan struktur tata bahasa, hubungan langsung antara bentuk dan makna, dan aturan-aturan variabel dalam interlanguage. Dengan demikian, hal ini menunjukkan bahwa siswa masih berada dalam proses perkembangan dalam menguasai keterampilan menulis dalam bahasa Inggris.

Berdasarkan kesimpulan diatas, beberapa implikasi yang dapat digunakan dalam pengajaran bahasa Inggris. Pertama, perlu adanya fokus pada pengajaran struktur paragraf yang lebih baik, termasuk penggunaan tanda baca yang benar dan konsistensi tense. Memberikan latihan dan contoh nyata dapat membantu siswa memperbaiki keterampilan ini. Kedua, pengajaran harus menekankan konsistensi bentuk kata kerja dan *subject-verb agreement*. Latihan analisis kalimat dan umpan balik yang spesifik akan mendukung pemahaman siswa. Ketiga, untuk mengatasi masalah kosakata dan code-mixing, pengajaran harus mencakup kosakata dalam konteks serta penjelasan aturan waktu bahasa Inggris.

5.2 Saran

Saya menyadari kelemahan dan kekurangan pada penelitian ini. Kekurangan dan kelemahan yang perlu diperhatikan yaitu. Pertama, penelitian ini menggunakan sampel yang terbatas yaitu hanya siswa dari satu bimbingan belajar. Kedua, metode pengumpulan data yang hanya menggunakan tulisan siswa tanpa melibatkan wawancara atau observasi langsung dapat membatasi pemahaman mendalam tentang proses menulis siswa. Ketiga, kurangnya interpretasi hasil penelitian yang lebih mendalam terhadap analisis tulisan siswa.

Berdasarkan kekurangan dan kelemahan diatas maka terdapat beberapa saran dapat diajukan kepada peneliti selanjutnya untuk penelitian yang lebih baik. Pertama, disarankan untuk memperluas sampel penelitian dengan mengambil siswa dari berbagai bimbingan belajar atau sekolah untuk mendapatkan representasi yang lebih luas dari populasi siswa EFL. Hal ini akan membantu dalam generalisasi hasil penelitian terhadap populasi siswa EFL secara umum. Kedua, disarankan untuk melengkapi metode pengumpulan data dengan wawancara atau observasi langsung, selain dari hanya menggunakan tulisan siswa. Wawancara dapat memberikan wawasan tambahan tentang pemahaman siswa terhadap proses menulis dan faktor-faktor yang mempengaruhinya. Ketiga, penting untuk melakukan interpretasi hasil penelitian yang lebih mendalam terhadap analisis tulisan siswa. Ini dapat dilakukan dengan mempertimbangkan konteks budaya, pengaruh bahasa pertama, serta faktor-faktor lain yang mungkin mempengaruhi kualitas

tulisan siswa. Dengan menerapkan saran-saran ini, diharapkan penelitian selanjutnya dapat memberikan pemahaman yang lebih komprehensif dan relevan terhadap tantangan siswa EFL dalam menulis Bahasa Inggris.

RESEARCH SUMMARY

Writing is a complex language skill that requires cognitive and linguistic abilities, making it challenging for language learners, especially those learning a foreign language. Good writing skills are essential for success in various life aspects, and studying the writing process can enhance these skills. The writing process includes several stages, such as planning, translating, and reviewing, which need to be followed systematically to produce quality writing. In the era of globalization, mastering English as a second language is crucial for career opportunities and social networking. However, writing in a second language, like English, presents additional difficulties due to differences in vocabulary and grammar between the first language (L1) and the second language (L2). This often leads to issues such as grammatical errors and inappropriate word choices, influenced by interlanguage, a temporary language system developed during L2 learning that incorporates elements from L1.

Tutoring centers (bimbel) play a vital role in helping EFL (English as a Foreign Language) students overcome these writing challenges by providing structured teaching methods and intensive support. Duta Kebalen tutoring center, the focus of this study, is chosen for its long-standing operation and diverse student background, which offers rich data for analysis. The center's success in producing high-achieving students also

makes it an ideal research site. Teachers at Duta Kebalen use videos to enhance students' writing skills by providing rich visual and audio contexts, helping students understand content better and inspire new writing ideas. Despite these efforts, EFL students often produce unique sentence structures influenced by interlanguage.

This research aims to analyze the syntactic aspects of EFL students' English writing at Duta Kebalen. The analysis will identify sentence structures, types, and patterns used in their writing, providing insights into the syntactic characteristics of EFL writing. This understanding will help teachers give targeted feedback and guidance, improving English writing instruction. The study addresses the research question, "How is the structure of English writing produced by EFL students?" and aims to understand how EFL students organize ideas and use English in their writing. Reviewing previous studies, such as those by Kamal et al. (2021), Kusumaningsih et al. (2017), and Nurfitriani et al. (2023), highlights common syntactic errors and interference from L1 in L2 writing. These studies share a focus on syntax but differ in their approaches and findings, contributing to a broader understanding of syntactic issues in EFL writing. By analyzing EFL students' writing with an interlanguage perspective, this research seeks to understand how students write in English as a second language, rather than merely identifying errors, to provide more effective teaching strategies.

Syntax, one of the fundamental branches of linguistics, examines the rules governing sentence structure. According to Kim & Sells (2008), syntax

involves analyzing the rules that dictate how sentence components fit together. Burton-Roberts (2011) emphasizes that syntax is concerned with sentence form, independent of contextual effects. O'Grady et al. (1996) further describe syntax as the underlying system of rules and categories that guide sentence formation across languages. Syntax is organized into words, phrases, clauses, and sentences. Words fall into lexical categories such as nouns, verbs, adjectives, and adverbs, based on their meaning, morphology, and syntactic function.

Phrase structure rules outline how phrases are hierarchically organized. For instance, a Noun Phrase (NP) includes a determiner (Det), adjective (A), noun (N), and may have optional components like a prepositional phrase (PP) or sentence (S). Similarly, Verb Phrases (VP), Adjective Phrases (AP), Adverb Phrases (AdvP), and Prepositional Phrases (PP) follow specific structural rules, forming the core components of clauses. Clauses, which include a subject (S), predicate (P), and complement (C), can express various types of propositions, such as actions or logical relationships. Sentences, the largest syntactic units, are constructed based on rules like S – NP VP, which define specific syntactic categories and grammatical functions such as subject (SUBJ), object (OBJ), modifier (MOD), and predicate (PRED).

Interlanguage, a concept introduced by Selinker (1972), refers to the evolving linguistic system created by second language (L2) learners, blending elements from their first language (L1) and the target language

(L2). Ellis (1997) describes interlanguage as a unique developmental stage where learners integrate L1 elements into L2. This system is characterized by several key features: it represents an abstract rule system combining L1 and L2 rules; it is subject to changes from external input and internal cognitive processes; and it evolves through transitional grammar that adds, deletes, and restructures rules over time. Interlanguage also includes variable rules leading to inconsistent language use, learning strategies such as omission and overgeneralization, and the phenomenon of fossilization, where learners' grammar may stabilize before reaching native-like proficiency. The acquisition of interlanguage can be understood through a model where input is processed into intake, stored as L2 knowledge, and used in output. Researchers studying acquisition order note consistent patterns in grammatical accuracy, influenced by factors like frequency, syllable presence, direct form-meaning relationships, usage consistency, allomorphic regularity, and semantic clarity. These factors help explain the acquisition of non-lexical categories and bound morphemes.

This study, titled "Characteristics of Syntax in English Writing by EFL Students at a Tutoring Center in Bekasi," employs a qualitative approach. According to Creswell, a qualitative approach is a means to explore and understand the meanings that individuals or groups ascribe to social or human issues (1991). Dornyei also notes that a qualitative approach involves the collection of non-numeric, open-ended data and analysis primarily using non-statistical methods (2007). Therefore, this

approach is highly suitable for this research as it allows for an in-depth examination of the syntactic structure of students' writing and how students construct sentences in English. The study uses a descriptive qualitative method to thoroughly understand the syntactic characteristics of EFL students' writing.

The research focuses on the writings of 10 EFL students in the 2nd grade of junior high school from a tutoring center in Bekasi. These students, aged around 13 years, were chosen because their English vocabulary is sufficient for writing activities. The subjects consist of 6 females and 4 males from various schools, all attending the DUTA Kebalen tutoring center located in Bekasi. Data collection was carried out on June 25, 2024, involving coordination with teachers regarding the learning topic, asking students to write about their daily activities in English during a 90-minute session, and then analyzing these writings syntactically.

The data collection procedure included filling out consent forms on June 21, 2024, followed by a presentation of material by the teacher, practice sessions, and a writing assignment on June 25, 2024. Collected data was analyzed through several stages: reviewing the students' English writings, categorizing unique forms, analyzing these forms according to the Kim & Sells framework, and finally describing and drawing conclusions from the research findings. This study explores the structure of English writing produced by EFL students, focusing on three levels: paragraph, sentence, and word.

Paragraph Level, The paragraphs produced by students S6 and S8 demonstrate their efforts to describe their daily activities in English. Both students show a basic understanding of English grammar, especially in using the simple present tense for their descriptions. S6 consistently uses verbs like "wake up," "clean," and "have breakfast," while S8 uses various conjunctions such as "after that," "and," and "then" to connect activities. However, both students tend to write long paragraphs with minimal sentence separation, heavily relying on commas to link different activities. S8 attempts to divide their descriptions into three paragraphs based on time: before school, at school, and after school. This shows an understanding of sequencing activities, although there are inconsistencies in tense usage, particularly in S8's writing. Additionally, both students use appropriate noun phrases and prepositional phrases, indicating an understanding of basic syntactic structures. Nevertheless, challenges remain in sentence structure and punctuation, with a tendency to use commas instead of full stops to separate ideas. To improve the quality of their writing, emphasis should be placed on proper sentence separation, consistent tense usage, and effective punctuation to enhance writing skills.

Sentence Level, at the sentence level, It reveals that students struggle with selecting the appropriate verb forms, often mixing different verb forms in their sentences. Specifically, the analysis highlights the use of the first form verbs like "wake up," "take," and "get" consistently in some contexts but shows a shift to the gerund or past tense in other parts of their writing.

The inconsistencies are more prominent when the subject changes from "I" to "we," leading to the combination of different verb forms within a single sentence.

Moreover, subject-verb agreement issues were identified, such as using "drive" instead of "drives" with a singular subject. However, some students demonstrated correct use of verb forms and clear time expressions in certain sentences, indicating a foundational understanding of grammatical structures. The variability observed in students' writings aligns with Ellis's theory of interlanguage, which posits that learners' language systems contain competing rules at various developmental stages. This indicates that while students are developing their interlanguage systems, they still face challenges in maintaining consistency in verb forms and subject-verb agreement throughout their texts.

Word Level, at the word level, the study identifies issues such as code-mixing and spelling errors. For instance, Data S6 includes the Indonesian word "bimbel" in an English sentence, demonstrating code-mixing, likely due to the student's familiarity with the term in their native language. Additionally, improper use of "AM" with time expressions highlights a misunderstanding of English time conventions. This indicates that while students are making efforts to communicate their ideas, there are gaps in vocabulary usage and adherence to standard conventions, reflecting a need for further vocabulary development and accuracy in writing.

This analysis of English sentences produced by EFL (English as a Foreign Language) students reveals a consistent pattern of sentence construction following the subject, predicate, and object structure. The sentences exhibit a variety of phrases, indicating students' understanding of noun phrases, verb phrases, and prepositional phrases. Additionally, students employ a diverse range of lexical items, including nouns, verbs, adverbs, and prepositions.

However, the analysis also highlights several inconsistencies in verb usage, such as the use of -ing forms (gerunds) and past tense verbs. Students often struggle with subject-verb agreement, using verbs that do not correspond correctly with their subjects. These issues can be attributed to variable rules in interlanguage and the order of acquisition. Furthermore, spelling errors within phrases are common in students' writing, suggesting that they are still in the developmental stages of mastering English writing skills.

From the above conclusions, several implications can be drawn for English language teaching. First, there needs to be a focus on teaching better paragraph structure, including the correct use of punctuation and tense consistency. Providing practice and real-life examples can help students improve these skills. Second, teaching should emphasize verb form consistency and subject-verb agreement. Sentence analysis exercises and specific feedback will support students' understanding. Third, to address

vocabulary and code-mixing issues, teaching should include vocabulary in context and explanations of English tense rules.