

CHAPTER V

CONCLUSION AND SUGGESTION

In the present study, the writer is curious in investigating the students' beliefs in grammar instruction and error correction in learning English in 2013 and 2014 Faculty of Language and Arts students in Soegijapranata Catholic University. In this chapter, the writer focuses on draw some conclusions and suggestions based on the result of the study that was be interpreted in the previous chapter.

5.1 Conclusion

From the explanations in the previous chapter, the result of the questionnaire shows the set of belief of 2013 and 2014 Faculty of Language and Arts students. The results of students' beliefs in grammar instruction and error correction in learning English are positive. It is believed that the role of grammar instruction and error correction cannot be ignored. They believe by studying grammar they can improve their other skills in trying to succeed learning English. For instance, firstly, students believe that knowing a lot of grammar helps their reading. Secondly, moreover, they also believe that they usually keep grammar rules in their mind while they are writing in a second language and last but not least, the students believe that knowing grammar rules will helps them in a second language communication. Moreover, the results also indicate that the students need error correction in every task they hand in,

such as in writing and speaking although they would prefer to be corrected when they write in a second language rather than when they spoke in a second language. Students think error correction has the beneficial effect to them. They can exercise their “sense of correctness” in writing or speaking.

5.2 Suggestion

Based on the conclusion above, the writer would like to give some suggestions for further study about the factors that may influence the learners, such as motivation, behavior, learning style and belief. In the present study, the writer focused on belief. The writer suggests the future study can focus on the other factors that may influence the learners in learning new language for instance motivation. Moreover, for further study, resercgers can examine motivation of those learning English as a second language. In addition, the writer expects that this study can be a useful reference for both students and the lecturers in Faculty of Language and Arts, especially in error correction as the one of motivating influence to improve students’ performances, so that much communication in a targeted language develop in class or real life.