

CHAPTER V

CONCLUSION AND SUGGESTION

In this part of this chapter, the researcher presented the two main discussions. The first part is the conclusion of the study which is drawn based on the problem formulation that is formulated in chapter one as the analysis in the chapter four. The second part is suggestions intended for the teachers, the students, and other researchers.

5.1. Conclusion

The researcher drew some conclusions related to the results of the study which explained in the previous chapter. Answering the formulated research question, the researcher documented the students' works of the invitation cards and examined them in order to answer the research question.

5.1.1 The types of error found in the students' writing invitation cards based on the Surface Strategy Taxonomy

Based on the findings and discussion on this study explained on the previous chapter, the result of the first research question consisted of the types of errors based on the Surface Strategy Taxonomy, there were four types of errors found in the students writings called: (1) omission, (2) addition, (3) misformation and (4) misordering. The total number of omission errors are 5 times (16.67%). Addition errors are 11 times (36.67%). Then, misformation errors are 13 times (43.33%). Lastly, there is 1 time of error in misordering (3.33%). From those result, it can be said that misformation is the highest percentage of students' errors

made in writing of the invitation cards and misordering is the lowest number of percentage of error made by students.

Among the 25 students of the 8th grade at SMPN 1 Sukodono, there were 5 students made the type of error called omission which was happened 5 times. Secondly, there were 11 students who had this the error addition which happened 11 times. Then, there were 11 students made category of misformation error which happened 13 times. Lastly, there was only 1 student who made an error in the type of misordering.

5.1.2 The types of error found in the students' writing invitation cards based on the Generic Structure

Focusing on the results findings about the types of errors based on the generic structure, all of the students as the subjects of the study have no errors in the types of the Generic Structure of “the invite”. Meanwhile, there were 9 students who made errors as the Generic Structure either “the body” or “the inviter” through the invitation cards they made. Lastly, there were 16 students who have no errors as the category of the Generic Structure in making the invitation cards.

5.2. Suggestion

This part of the chapter, the researcher presented some suggestions that will give a new idea to provide better understanding into the learning of writing and give a new idea for better in the learning process. The first suggestion is intended for the teachers who are competent to create appropriate atmosphere to facilitate students in learning process. The second is for the English students who

are interested in improving their writing skill, thus they can be aware to their writing. The last is for further researches which can be done related to this study, particularly in the area of error analysis through the students' writing.

5.2.1 The Teachers

This study can provide English teachers with a clear description of error analysis, especially in the students' writing. After knowing the result of this study, positively, it can be suggested that English teachers should be aware on grammatical errors in writing, thus they can recognize their students' difficulties in writing so they will pay more attention to the errors made by the students. Knowing the problem will make it easier for teachers to solve the problem faced in the learning process. The result of the study will evaluate English teachers whether they are successful or not in teaching English especially in writing skill.

5.2.2 The Students

Based on the results findings of this study, particularly related to grammatical error, it is suggested to English students that the result of the study will show them in what aspect in grammar which is difficult to be solved. By paying more attention, the students are expected to improve their knowledge on the English grammar, thus they will be aware of the errors they make. The students are expected to explore their writing proficiency to eliminate or at least reduce those errors.

5.2.3 Other Researchers

It is expected that the result of the study can give positive information about grammatical error analysis or other topics related to errors and also the results of this study can give clear information to the other researchers so that this

study can be used as one of the references to enrich conducting further researches related to similar topic to explore the existing study.

However, this study still had limited discussions that need to be evaluated. This study was conducted by using descriptive qualitative method. It is suggested that other researchers can explore this study by using other methods such as descriptive quantitative method. Then, it is suggested that other researchers can also conduct the similar research by investigating the relationship between the improvement areas of the students' writings and the problems faced by the students in the writing proses.

