

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After analyzing the data, conclusions could be drawn as the following:

1. The four types of error were found in the students' descriptive text. Those were: (1) omission that is consisting of the absence of an item in using verb, marker, and auxiliary verb. (2) addition that is containing of the opposite from omission that is an appearance of some items which are not needed in the sentence and in this research the type was only addition of double marking . (3) misformation which consists of wrong selection in using morpheme or structure in which the misformation of archi forms was only type could be found in this research.. (4) misordering which is wrong placement of words in a sentence that makes the sentence weird and the sense of the sentence can be changed. . Total number are 457 occurrences found with Omission are 281 items (61.50%), Addition are 49 items (10.72%), Misformation are 61 items (13.34%), and Misordering are 66 items (14.44%).
2. The data findings showed that the most dominant type of errors made by students was omission with total number 281 items (61.50%). Because in omission the errors are categorized by the misused of verb, auxiliary verb and also marker -s/ -es after the verb which dominates descriptive text wholly.

3. The four causes of error in students' writing descriptive text were (1) interlingual transfer, (2) intralingual transfer, (3) context of learning, (4) communication strategies. And intralingual transfer was the cause that gave most impact to students' error because their failure in creating correct sentence in correct form by translating the word literally from source language into target language.

B. Suggestions

In relation to the conclusions, the following suggestions are:

1. The teachers, it is better for them to understand not only the theory of present tense but also the practice of that theory in daily such found in descriptive text.
2. The students to improve the ability in using present tense starts from little thing. It can be from daily conversation, practice it through writing and helping each other with classmate to give correction and be brave to express all things in mind to the communication case.

It is suggested for other researchers to make other research relate to the types of error. They can do the analysis to the other subject and improve the development of knowledge because in learning every single thing errors will always still be found. This thesis would be placed as the main references in order to make further research about types of error.