

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the result of study that has been discussed in previous chapter and also suggestions for English teacher, students and other researchers.

A. Conclusions

Based on the data analysis of research at eleventh grade students at SMA Negeri 3 Tebing Tinggi, the writer gets conclusions. The conclusions consist of several points that are related to the problems of the study. They are:

1. The types of errors which are found on analytical exposition texts written by the eleventh grade students are omission, addition, misformation and misordering
2. The dominant type of errors which are found on analytical exposition written by the eleventh grade is misformation because they do not pay attention to the modals and changing some irregular plural noun with percentage about 35% (143 errors of 410 errors)
3. The way the errors occurrences occurs because of interlingual transfer and intralingual transfer. Interlingual transfer happens because of the interference of language mastery of the learner's first language into target language, such as omitting -s in plural nouns. While intralingual transfer happens because the learners are still affected by the influence of one target language upon another, such as use two marker points at same time

B. Suggestions

Considering the conclusions above, some suggestions are presented in purpose this thesis can give advantageous information both theoretically and practically.

1. For teachers

a. The teachers are expected to give stronger emphasis about simple present tense. They must give the explanation, examples and exercises about this topic to avoid the error occurrences such as omission, additional, misformation and misordering.

b. The teachers are expected to discuss and remind the students of simple present tense. They can put them in group to do some error exercises such as misformulation of noun and verb. As a result, the students will be more aware of simple present tense and are avoided to omit, add, misformulate and misorder the sentences that they probably are going to make.

c. The teachers are expected to give more exercises continuously to the students about grammatical errors such as errors occurrences on underlined words and ask the students why it is called error by giving their reasons towards the cases.

2. For students

a. The students are expected to learn and have a group discussion to discuss about simple present tense harder to avoid them from omission, addition, misformation and misordering.

- b. The students are expected to work in team to list some examples of singular nouns and plural noun on their notebook to avoid them from misformation which is the dominant error occurs on their writing.
- c. The students are expected to do exercises and practice more about simple present tense to train their ability in using it. Hopefully, they will be avoided from omission, addition, misformation and misordering on their writings

3. For other researchers

It is suggested to the researchers to do research in the same topic about grammar, especially simple present tense, but with different sample of subject in case the result will be different. Hence, if any research will be conducted one day, this paper can be guidance and information because they have already known about types of errors such as omission, addition, misformation and misordering that usually occur on the students' writings.