

CHAPTER V CONCLUSIONS AND SUGGESTIONS

A. Conclusions

There are some conclusions based on data analysis conducted on analytical exposition writing of the eleventh grade students of six private high schools in Marelan districts to answer the problems of the study:

1. The kinds of subject-verb agreement errors made by students were: omission errors, addition errors, and misselection errors.
2. The type of error dominantly made by the students in the relationship between subject and verb was the misselection errors (54.2% of the total errors).
3. The causes of students' subject-verb agreement errors were interlingual transfer (the nonexistence of addition of suffix *-s* in the students' first language) and intralingual transfer (difficulties in selecting auxiliaries).

B. Suggestions

Responding to what concluded from the data analysis, this study presents some suggestions that are supposed to be theoretically and practically helpful for teachers, students, and other researchers.

1. For the teachers

The teachers should create activities that allow the students to learn further about subject-verb agreement, give more exercises on constructing statements, especially the Present Tense statements to make the students

accustomed to the rules of subject-verb agreement before them applying it in composing any kind of texts genre, and, if it is possible, fix misconception of S-VA in every student that made errors by trying individual direct approaches

2. For the students

The students should be aware of their errors and fix them to avoid repeating the same errors, and practice more in writing sentences using singular and plural subjects.

3. For other researchers

Other researchers should conduct further studies on subject-verb agreement in every kind of text genre that involve the wider rank of subject, for example the participants in the study are students taken from two or more districts, for making the results more representable.