

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses the conclusion of the study. It consists of conclusions drawn from the research results and suggestions.

A. Conclusion

After analyzing 24 texts written by eight students, the writer concluded that the students made some errors in the generic structure and the use of grammar.

Based on the generic structure analysis, the writer found three types of errors made by students. The errors were that the students did not explain the setting of the place in the orientation section, and did not provide comments and summaries in the reorientation section. However, the ability of students in writing can be said to be quite good. This is evidenced by the categories that the average student achieves are Excellent and Very Good. And through this analysis, the writer found four patterns of development that occurred. The pattern of development is stable, increasing, fluctuating and decreasing. From the eight students, 37.5% of them were able to be stable and consistently in the excellent category, 25% of students experienced fluctuating development, 25% of students experienced decreased development, and 12.5% of students experienced an increasing pattern of development.

Meanwhile, based on grammatical analysis, the writer found 1% morphology errors and 99% syntax errors. In the morphology category, the students' errors were in changing word classes, word choice, use of affixes, and use of first language. Whereas in the syntax category, the students made errors in using tenses, noun phrases, verb phrases, verb and verb construction, word orders, some transformations, and the use of conjunctions. Furthermore, in this analysis, the writer

found that there were only two patterns of development experienced by the students. The two patterns were increasing and fluctuating. Of the two patterns, the greatest percentage of developments that occur is fluctuating. Of the eight students, 62.5% of students experienced fluctuating development and 37.5% experienced an increase. In other words, there were five students who experienced unstable abilities and three students who experienced an increase.

By discovering patterns of fluctuating and decreasing development through this analysis, this should make teachers realize that monitoring student progress is important in the learning process. Teachers should always evaluate the learning that has been done. Teachers should analyze the errors and find the most difficult parts that are understood by students. Thus, the teacher can explain again, give a motivation and make them able to write better.

B. Suggestion

The results of this study have implications for the learning process in the classroom. Although indirectly, this research provides an explanation to the reader about how error analysis can be used to see students' progress in writing. Furthermore, through this analysis, the writer hopes that students will be more careful and thorough in writing, especially paying attention to writing the generic structure and use of grammar. In addition, the writer hopes that this research is able to provide additional insight to English teachers and can help them understand students' writing competence. Teachers are expected to be able to realize whether the teaching they are doing has actually been implemented by students or not. As evaluation material, they can utilize the strategy used by the writer, namely error analysis to monitor

students' abilities and progress. Teachers can also provide motivation, so that students are able to write better.