

## CHAPTER V

### CONCLUSSION AND SUGGESTION

In this chapter, some conclusions and suggestions drawn from research results and discussions are made. The conclusion refers to a grammatical error made by 12<sup>th</sup> Grade Miftahul Ula Nganjuk.

#### A. Conclusion

Based on the data collected in the previous chapter, this chapter presents some important conclusions. This study uses Betty S. Azar's theory that there are 14 types of errors. The total number of errors in this study was 394. These results are: Uppercase and lowercase spelling had 203 errors at a rate of 51.5%, punctuation had 93 errors at a rate of 23.8%, spelling errors were less than 10% with 39 errors, and singular and plurals have 17 errors at a rate of 4.3%, Article 10 errors below 2.58% percentage, Add word 9 errors below 2.2% percentage, verb 6 errors below 1.5% percentage, word choice, word omission, meaning not clear is. 4 errors less than 1%. Word forms and incomplete sentences are 1 error under a percentage of 0.5% and word order is 0 errors under a percentage of 0%.

Judging by the percentages, there are three common errors students make. Capitalization, punctuation, and spelling. The main error is capitalization errors. The lowest error is word order, with 0 errors. The biggest errors students make is using capitalization. This may be due to students becoming less attentive and careless when writing. Students also don't know the mechanics of writing, be it punctuation or anything else. They tend to underestimate it. Even if seemingly trivial things affect her writing. Students should be able to be more thorough and motivated to successfully write technical forms and mechanisms.

## **B. Suggestion**

Based on these findings, researchers offer several recommendations. First, teachers need to think about appropriate teaching methods in writing classes. When analyzing student writing, teachers should look for specific grammatical errors, such as the use of initial capital letters that most students ignore. The correct spelling of subjects, the correct spelling of place names with capital letters in the middle of words, etc. Teachers need to cultivate awareness so that they can learn both grammar and grammar. Secondly, some students do not know punctuation when writing sentences. Therefore, teachers need to plan different materials, methods and approaches for teaching writing skills. This reduces the chances of getting the punctuation wrong. The third is spelling. If the student does not know the vocabulary used. Teachers are therefore expected to be more proactive in teaching correct spelling of words.

The second is for students. To increase their knowledge, students need to study and practice more intensively their English learning, especially their writing skills in both grammar and procedural content. They can learn from their teachers and friends to improve their English skills, especially in procedural writing.

The last are given to other researcher, requiring further research, or research on the same subject and different perspectives, or research on why students make mistakes. In addition, researchers suggest further analysis and better techniques. Researcher suggest using interviews or other methods to identify the source of student error. Because only the researcher analyzed the types of grammatical errors and the most common ones in this study. You may also use this survey as a reference for conducting related research.