

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions of the research and some suggestions for teachers, students and future researchers.

A. CONCLUSION

Based on the findings and discussion in the previous chapter, the conclusions of this study are divided into three points that successfully answer the problem formulation in the first chapter. The conclusion from the first research question is that there are three types of errors that occur in students when writing descriptive texts. The types of errors that were found by the researchers were omission, addition, and misinformation types.

The researcher also succeeded in answering the second research question about the frequency of types of errors that often occur in students. Based on the results of the research, the conclusion for the second research question is that the type of error that is most often made by students when writing descriptive text is the omission error type with a percentage of 53%. Furthermore, the type of error that students often make is misinformation with a percentage of 31%, then the last is types of error addition with the percenatge 16%.

To conclude the results of the third research question about the possible reasons that underlie students making errors are interlingual factors, intralingual factors, and context of learning factors. These three things are sources of errors that students make when writing descriptive texts.

B. SUGGESTION

The researcher found that there were still some errors made by the students in using the simple present tense when writing descriptive texts. Therefore, she would like to give the following suggestions:

1. For English teachers

The suggestion in this study is that teachers need to provide writing exercises more often, especially in writing grammar for the use of singular and plural subjects. Teachers can more often use the drilling method when teaching. This is done as an effort to improve students' ability to use grammar through the exercises that have been given. In addition, teachers can also invite students to communicate using English during class to train students so they do not feel foreign to English. This activity can also increase students' knowledge of vocabulary when writing descriptive texts.

2. For students

Based on the research results, students still make a lot of errors when writing descriptive texts. Therefore, students must study harder and often to practice speaking English. This is useful to make it easier for students to understand the material when in class. So that they don't make the same errors again when writing descriptive text, students should be told the mistakes they have made and can be made as learning.

3. For other researchers

In conducting this research, researchers are still very far from perfect. I hope that other researchers can discuss and examine in more

detail related to the errors made by students. Researchers hope that the results of this study can be used as material for consideration and reference for them to research more in-depth analysis errors with sharper and more accurate results.