

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

According to the result of the analysis of errors in narrative, the researcher would like to make some conclusion as follows:

##### 1. Types of Errors in Narrative Text

Based on surface strategy taxonomy, 1) the highest frequency error made by the students was omission (51,28%). From the students' writing products, they omitted the grammatical morphemes such as articles, to be, and suffix or prefix. 2) The second errors were addition: simple addition (25,63%). This kind of addition occurred if the student over generalized the pattern of V2 and V3. For example the verb "*eat*" does not become "*eated*", but "*ate*". 3) The third error was misformation: alternating form(23,06%). Misformation error did by the students was alternating forms. This error occurred when the students failed to use the correct word that totally different from the true one.

Trend of errors occurred by omission (51.28%) of total errors. From the students' writing products, the researcher found some of them omit several words in the sentences. The students wrote it by omitting the grammatical morphemes such as articles, to be, and suffix or prefix. It is because they did not know the rules how to write the word in English.

## **2. Causes of Errors in narrative text**

Based on comparative taxonomy which applied in explaining error phase, it was known that the students' errors were almost in all categories which are developmental errors, interlingual errors, and other errors.

The highest frequency errors' cause of the students' errors was developmental errors (38,46%). When a child learn their mother tongue language, the usually omit the grammatical morphemes form the sentence, omit the past time marker and suffix or prefi. The second cause of errors was other error (33,33%). The errors categorized as other errors because those errors couldn't categorize neither developmental nor interlingual error. The third cause of errors was interlingual errors (28,20%). This error categorized as errors caused by interlingual errors because the pattern of the sentences are similar to the pattern of the students' mother tongue language. Some of them were because of the words order, and some others because of the diction.

Trend cause of errors occurred by the students was developmental error (38,46%) . The errors categorized as errors caused by developmental errors because the pattern of errors similar to the way of native speaker children learn their mother tongue language. They omitted the articles from the sentences.

### **B. Suggestion**

Based on the conclusions above, the researcher provides some suggestions as follows:

### **1. For the Students**

For the students, it is suggested, that the students need to learn more about English structure. 1) The students learn about omission such as articles, to be, and suffix or prefix. 2) The students learn about addition. They should know the usage of VI, V2, and V3. 3) The students learn more about misinformation. They should know the usage of morpheme or structure. 4) The students learn more about developmental errors. They should know the usage of article and the past time marker. 5) The students learn more about interlingual error. They should know the usage of to be. 6) The students learn more about other error. They should know the usage of auxiliaries.

### **2. For the Teacher**

The teacher should be able to explain and give the English pattern structure clearly, particularly in the narrative text, so that the students will understand more about the kind of text. The teachers should know their students' ability in order to find out the students' difficulties, thus the teachers can solve the students' problems. The students should be given more chance to have writing exercises and should be encouraged in using correct grammar.

### **3. For the Next Researchers**

For the next researchers, it is suggested that the next researchers to analyze errors in narrative paragraph not only based on surface strategy

taxonomy and comparative taxonomy but also communicative effect  
taxonomy (global and local error).