

CHAPTER V

CLOSING

This chapter presents conclusions and suggestions on the basis of the research findings and discussions. The conclusions deal with the result of describing the student's error and the causes of error in writing paragraph. Meanwhile, the suggestions are addressed to the students, teachers and other researchers and those who are interested in researching error in writing paragraph to follow up the research findings of the study.

A. Conclusion

1. Errors Types

It has been found the total errors made by the students in writing descriptive paragraph were 115 errors. Based on surface strategy taxonomy which applied in describing error, it was known that the students' errors were in all categories which are omission, addition, misinformation, and misordering in almost all subcategories. The highest frequency errors made by the students were omission: grammatical morphemes: 28.70%, omission: content morphemes: 20%, addition: simple addition: 15.65%, misordering: 13.91%, misinformation: alternating forms: 10.43%, misinformation: archi-forms: 6.96%, and addition: double marking: 4.35%.

2. Errors Causes

Based on research finding, it was known that the students' errors were almost in all categories. The highest frequency errors' cause of the students' errors

was Intralingual errors: Incomplete application of rules: 49.51%, Intralingual errors: Ignorance of rules restrictions: 23.30%, Interlingual errors: 22.33%, and Intralingual errors: False Concepts Hypothesized: 4.85%.

B. suggestion

The suggestions are given to the students, teachers and the future researcher.

1. For the students

First, since the most errors is omission: grammatical morphemes, the researcher is suggested that the students have to learn more about grammar specially about simple present tense, to make a good sentence in descriptive text. Second, it is suggested for the students to learn more about L1 and L2 language structure comprehensively in order to avoid the errors.

2. For the teachers

It is suggested that the teachers in teaching English to give more easily understood explanation on the similarities and differences between L1 and L2 in order to make the students avoid the errors caused by L1 in learning English, especially the grammar and tenses of simple present tense because the students still did not understand of the tenses.

3. For future researchers

Since the study focuses on errors in writing descriptive paragraph, it is suggested the other researchers conduct other type of text such as narrative, expository, or others texts in errors analysis.