CHAPTER V

CLOSING

After getting the result of the analysis, it was the turn for the writer to answer the problems of the study. By analysis the data, the problems of the study can be answered as follows:

A. Conclusion

Based on the result of the study, that is conclusions which could be drawn as follow:

According to the finding of the research of errors using direct speech at the eleventh grade of MA Darul Ulum Palangka Raya based on linguistic taxonomy, the problems that the students faced in using direct speech in simple present tense were verb phrase, noun phrase, preposition and adverb phrase.

Based on surface strategy taxonomy, the errors in using direct - indirect speech faced by the eleventh grade students of MA Darul Ulum Palangka Raya classified into four categories. They were omission, misformation, addition and misordering. The highest scores or dominant of errors were on omission with the frequency 245 (39.07%), the second errors were on misformation with the frequency 171 (27.27%), the third errors were on addition with the frequency 161 (25.68%). and the last errors were on misordering with the frequency 50 (7.98%).

Based on the data finding in this research of the errors in using direct - indirect speech made by the students at MA Darul Ulum Palangka Raya the

highest errors in the omission errors are coused by language interference and students' carelessness.

B. Suggestion

Based on the conclusion above, there are suggestions that can provide the following ways:

1. For the students

   First, the students have to pay attention to the lesson given by the teacher. Second, the students have to do assignment carefully and seriously. Third the students have to focus to the lesson especially about how to arrange good sentence, and the last, the students should learn how to use the formula of grammatical correctly in using direct-indirect speech and they should memorize the formula of grammatical to make an easy in making sentences.

2. For the teacher

   The teacher is recomended to be aware to the students' errors which can inform him how far the learner has progressed and, consequently, what remains for him to learn. Error analysis can help the English language teachers to identify the problematic areas of language learning by providing a deep insight into learner's L_2 acquisition process, by studying the changes that occur in the errors L_2 learners in their continuous process, the teacher can predict the likely errors and can prepare their instructional material accordingly.

3. It is suggested that the next researchers research in the other material and level. It is important to be known and to be learned because there are many factors that the students faced when they learnt English. To know the factors that students faced, need learn deeply about the reason why they always faced the same errors and solve their problems.