# CHAPTER V

# CLOSING

This chapter consisted the conclusion and suggestion of this study will be presented in this chapter.

## A. Conclusion

The analysis of the data presented in the chapter IV gave an illustrations of some conclusions concerning with the grammatical errors in constructing simple present sentence made by the students of MTs Hidayatul Insan Palangka Raya.

The result of the study showed that there were some types of errors and factors that influenced grammatical errors in constructing simple present sentence. Due to the students' errors above, it can be concluded that types of errors and factors that influenced grammatical errors in constructing simple present sentence are as the following:

Kinds of grammatical errors in constructing simple present sentence which are classified based on surfaced strategy taxonomy are s follow:

a. Omission Error

Omission errors are characterized by the absence of an item that must there in a well-formed utterance such as grammatical and content morphemes.

Language learners omit grammatical morphemes much more frequently than content words.

Examples:

*English use many countries.* It must be *English is used by many countries.*

*She write a latter every month.* It must be *She writes a latter every month.*

b. Addition Error

On committing these errors, learners usually add an item that should not appear in a well-formed utterance. These errors usually occur in the later stages of foreign language learning when learners learn some rules of the new language.

Addition errors are characterized by the presence of an item which must not appear in a well-formed utterance. Three types of addition errors are:

1) Double markings: She didn't went back.

 2) Regularization: eated for ate, childs for children

3) Simple additions: The fishes doesn't live in the water.

c. Misformation Error

Misinformation is the error of using one grammatical form in place of another grammatical form, example: I *see* her yesterday. This sentence contains misinformation in using irregular verb which marked by the using the wrong form *see* to replace *saw*.

Misformation errors are characterized by the use of the wrong form of the morphemes or structure. The types of errors are:

1) Regularization errors: The dog eated the chicken.

2) Archi-forms: I see her yesterday. Her dance with my brother.

3) Alternating forms: I seen her yesterday.

d. Misordering Error

Misordering is the error of putting the words in utterance in the wrong order. For example: She will come *evening tomorrow*. This sentence has the wrong order of adverb of time *evening tomorrow*. It must be changed becomes: She will come *tomorrow evening*.

## B. Suggestion

Regarding the problem of the study, some suggestions are ordered for the students and the teachers.

1. For the students

   a. The students should improve their understanding on English grammar in order to reduce the errors in their written products.

   b. The students are expected to take responsibility for their own learning and become aware of their own strategies.

   c. The students should increase their awareness of the importance of English grammar, so they have motivation to master English grammar.

d. The students are needed to improve their capability in grammar skill, by practicing grammar regularly either in class or at home that is useful for them to recognize their errors.

2. For the teacher

   a. Concerning the teachers, there is a view plan strategie or teaching grammar in English. There should be flexible and effective techniques of error correction for the teacher. For instance, the teachers correct the students' assignments directly in class and give explanation to them one by one dealing with their errors.

   b. They should pay much attention to their students' error by giving more practical writing tasks in order to reduce errors in their writing.

   c. In teaching English related to its grammar, the teacher should give more easily understanding explanation in order to make the students more interested in learning English, especially the grammar.

   d. The teacher should be able to not only detect and describe the errors, but also understand the factor for their occurrences.