

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 doing the data, the problems of the study can be answered as follows:

A. Conclusion

According to the result at the study and discussion, the writer concluded it into three conclusions based on the research problem. It could be drawn as follows:

In simple present tense, the students error in using reported speech based onlinguistic taxonomy were verb phrase, noun phrase, adverb phrase, auxiliary, word order and sentences. Based on surface strategy taxonomy, the highest percentage was addition (47.05%), then omission (26.47%) and misinformation (26.47%).

In past tense based on linguistic taxonomy the error were noun phrase, auxiliary, word order, adverb phrase and sentences. Based on surface strategy taxonomy, the highest percentage was misinformation (61.38%), then addition (27.72%) and omission (10.89%).

In future tense based on linguistic taxonomy were noun phrase, auxiliary, word order, adverb, phrase and sentences. Based on surface strategy taxonomy, the highest percentage was addition (41.40%), then misinformation (31.25%) and omission (27.34%).

B. Suggestion

Based on the conclusion above, there were some suggestions that can be suggested as follows:

1. For the students

They needed to learn and understand more about verb, noun and adverb phrase, auxiliary and how to make sentences well. The students also needed to be more understood and memorized the formula in making sentence in simple present, past tense and future tense. It was important because grammar (present, past, and future tense) is one of the important component in learning English.

2. For the teacher

The teachers should pay attention more to the material of simple present tense, past tense and future tense, then gave explain about the material intensively. The teachers also needed know about the students' difficulties by asking them and gave the students more practice used simple present tense, past tense and future tense in making sentences. So it can reduced or even omitted the error from the students. The teacher can use the steps as follows:

- a. Identifiying the students' worksheet.
- b. Underlining the wrong word from sentences.
- c. Clasifiying the students' errors
- d. Evalualuating the students' errors.

3. For the next researchers

The result of the study were expected to be used as considerations for other researchers who plan to continue to find out more about the errors in using reported speech from the students. It also open for the next researchers to do research about errors in using reported speech in simple present tense, simple past tense, and simple future tense with the students in school level or even for the students in university level in many aspects, because many things still under couple and need to know about the students errors in using reported speech.