

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusion and suggestions on the basis of the research findings and discussions. The conclusion deals with the result of describing the types of errors and the factors of errors which caused subject-verb agreement error in writing diary based on surface strategy taxonomy. Meanwhile, the suggestions are addressed to the students, teachers and other researcher and those who are interested in researching error analysis of the subject-verb agreement to follow up the research findings of the study.

A. Conclusion

The study is aimed at describing the types of errors and the factors of errors which caused subject-verb agreement in writing diary based on surface strategy taxonomy. Based on the research findings, it could be concluded that:

1. Based on the describing the types of errors which caused subject-verb agreement error in writing diary showed that from 3 students in class C there were 52 errors in the students' diary. These were spread out on 3 types of error on surface strategy taxonomy. There were 14 or 26.92% of error in misformation; 19 or 36.54% of error in addition and 19 or 36.54% error in omission.
2. The factors of errors which caused subject-verb agreement in writing diary based on Brown as follow: it was found that based on the research findings showed that the students did errors were influenced by interference transfer

and intralingual transfer. There were 12 or 23.08% interlingual transfers and 40 or 76.92% intralingual transfer which cause subject-verb agreement errors.

B. Suggestions

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

1. For the students

First, it was suggested that the students have to learn more about subject-verb agreement and grammar to make a good sentence in writing a diary. Second, the students should be more correctly and carefully to write and choose words that will be used in writing. The students have to carefully to different between English pattern and their mother tongue to write English written. Third, the students have to more write such as paragraph, diary or daily activities in English. To sum up, the more the students practiced, the better they improved.

2. For the teachers

It was suggested that the teacher should be focus to teach grammar and some basic material especially subject-verb agreement. The teacher also can give an assignment to write diary to increase the student awareness to write.

3. For the future researcher

Since the study was case study research, it was advisable that the future researcher follows up the study by conducting research on an error analysis of subject-verb agreement in writing a diary with different design and

the same topic of the study. In addition, the future researcher could focus the study on the problems in subject-verb agreement. It was important because there were students still have many problems to write a sentence with subject-verb agreement. This problem can be a good case to be analyzed for the future researcher to do research when the student in high semester in the next years.