

## **CHAPTER VI**

### **CONCLUSION AND SUGGESTION**

This chapter presents conclusion and suggestion based on the research.

#### **A. Conclusion**

The research shows that the XI-IPS grade students of MAN Kunir Blitar made various kinds of errors. Errors they had made were categorized into error of omission, addition, misinformation, and word order. The students made the total of 408 errors.

The most type of errors which appeared in the students' writing was error of omission. This kind of error means that the students put any morphemes which should not have appeared in a well-structured language. The error of omission was found 201 times. Error of omission found in the students' writing consisted of omission of 3<sup>rd</sup> person singular verb, to be in nominal sentences, preposition, article, plural marker, subject, to be as auxiliary, verb (no verb), possessive pronoun, and subordinator.

Error of misinformation was the next type of error which occurred the most with 120 occurrences. The students made error in forming the words they used in language. In the students writing, the researcher found some aspects of grammatical error those were misinformation of tense, verb form, preposition, possessive pronoun construction, derivational affixes, pronoun, passive construction, gerund, plural-singular form, verb after modal, infinitive, to be,

verb change construction, comparative degree, negative form, subordinator and quantifier. Those aspects of grammatical error in misformation were ordered from the most frequent to the rare.

The third type of error made by the XI IPS grade students of MAN Kunir was error of addition. In this type of error, the students should not have put any additional morpheme or morphemes in the language they constructed. The aspects of grammatical error in addition error which were found in the students writing were addition of article, to be, possessive marker, pronoun, preposition, plural maker, subordinator, and repetition.

Misorder was the next type of error which was found in the students' writing. It referred to any incorrect placement of a morpheme or a group of morphemes in an utterance. This happened in both sentence and phrase. This misorder error consisted of misorder of noun phrase and object which total was 38.

If the quantity of all those errors was seen separately based on each aspect of grammatical error, and then ranked, it was found that omission of 3<sup>rd</sup> person singular verb, omission of "to be" in nominal sentence, misorder of noun phrase, omission of preposition, and omission of article were the top five of the most common errors in writing of the XI IPS grade students of MAN Kunir.

The sources of those errors were then uncovered and it was found that incomplete application of rules was the most source of the errors. There were 162 errors which came from the source. Ignorance of rule restriction was the next source of the errors, which was followed by overgeneralization, and false concept hypothesis.

**B. Suggestion****1. Students**

Students, especially XI-IPS grade of MAN Kunir, now have known grammar errors they made. The students should learn from their mistakes and not to do the same again. The students should pay attention on the errors, and, if necessary look for more information or explanation from teachers or reviewing related books.

**2. Teachers**

Teacher can then give treatment to the students towards their errors. The treatment can be made as a focus of developing students' grammar proficiency weakness which can be seen by reviewing the tabulation of the grammatical errors. The weakest aspect of their grammar proficiency can be indicated by the aspects of grammar error which occur the most. Table 4.6 may be helpful to indicate the point.