CHAPTER V

CONCLUSION AND SUGGESTION

In this part of this chapter, the researcher presented the two main discussions. The first part is the conclusion of the study which is drawn based on the problem formulation that is formulated in chapter one as the analysis in the chapter four. The second part is suggestions intended for the teachers, the students, and other researchers.

5.1. Conclusion

This study was conducted answering the two formulated problems concerning to the types of errors based on the surface strategy taxonomy and the most committed error made by students of the 2nd semester at STKIP PGRI Sidoarjo. The researcher drew some conclusions related to the results of the study which explained in the previous chapter. Answering the formulated research questions, the researcher documented the students' works of the essay writings and examined them in order to answer the two research questions.

5.1.1 The Types of Error Found on the Students' Essay Writing Based on the Surface Strategy Taxonomy

Related to the findings and discussion on this study enlightened on the previous chapter, the result of the first research question consisted of the types of errors based on the Surface Strategy Taxonomy, there were four types of errors based on the surface strategy taxonomy in case of the use of subordinating conjunctions on the students' essay writing. Those four types of errors based on the Surface Strategy Taxonomy called: (1) omission, (2) addition, (3)

misformation and (4) misordering. The total of errors based on the surface strategy taxonomy were 31 errors. First, there were 9 omission error were found on the students' essay writing. Then, there were 2 types of error in the category of addition. After that, there were 6 misformation of error found. Lastly, there were 14 errors of misordering.

There were 7 numbers of students made error in the category of omission. They were student 2, student 3, student 5, student 8, student 9, student 10 and student 11. In the category o addition error, it was found 2 times which made by student 4. Then, there were 6 students made error in the category of misformation. They were student 1, student 3, student 4, student 5, student 11 and student 13. Lastly, there were 10 students made error in the category of misordering. They were student 3, student 6, student 7, student 8, student 10, student 11, student 12, student 13, student 14 and student 15.

5.1.2 The Most Type of Committed Error Found in the Students' Essay Writing

The researcher applied all of the data to be examined in order to describe the most subordinating conjunction used by elaborating the result of the data supported by the table as the secondary instrument of this study. From the result findings and the discussion, showed that there were 31 numbers of errors based on the surface strategy taxonomy found on the students' essay writing at STKIP PGRI Sidoarjo. The total numbers of omission error were found 9 times (29.03%). Then, addition errors were found 2 times (6.45%). Meanwhile, misformation errors were 6 times (19.36%). Lastly, there were 14 times of error in the category of misordering (45.16%). From those result, it can be said that misordering is the

highest percentage of students' errors made in writing of the invitation cards and addition is the lowest number of percentage of error made by students. The second was omission error found 9 times (29.03%) and followed by misformation error which occurred 6 times (19.36%). And the lowest error was in the form of addition error which was found 2 times (6.45%). It is clearly concluded the most committed error found on the students' essay writing is misordering error which is found 14 times (45.16%).

5.2. Suggestion

The researcher presented some suggestions that will give a new idea to provide better understanding into the learning of essay writing. The first suggestion is intended for the teachers who are competent to create appropriate atmosphere to facilitate students in learning process. The second is for the English students who are interested in improving their writing skill, thus they can be aware to their writing. The last is for further researches which can be done related to this study, particularly in the area of error analysis through the students' essay writing.

5.2.1 The Teachers

This study can provide English teachers with a clear description of error analysis, especially in the students' essay writing for the university level. After knowing the results of this study, absolutely, it can be suggested that English teachers should be aware on grammatical errors in writing especially the use of subordinating conjunctions and their types of errors based on the surface strategy taxonomy, thus they can identify their students' difficulties in writing so they will

pay more attention to the errors made by the students. Knowing the problem will make it easier for teachers to solve the problem faced in the learning process especially on the essay writing. The result of the study will evaluate English teachers whether they are successful or not in teaching English especially in writing skill which implemented on essay writing.

5.2.2 The Students

Related to the results findings of this study, mostly related to grammatical errors, it is suggested to English students the result of the study will show them in what aspect in grammar which is difficult to be solved. By paying more attention, the students are expected to improve their knowledge on the English grammar especially the use of subordinating conjunctions and their types of errors based on the surface strategy taxonomy, so they will be aware of the errors they make in essay writing. The students are expected to explore their writing proficiency to eliminate or at least reduce those errors.

5.2.3 Other Researchers

It is expected that the result of the study can give positive information about grammatical error analysis or other topics related to errors and also the results of this study can give clear information to the other researchers so that this study can be used as one of the references to enrich conducting further researches related to similar topic to explore the existing study.

However, this study still had limited discussions that need to be evaluated. This study was conducted by using descriptive qualitative method. It is suggested that other researchers can explore this study by using other methods such as

descriptive quantitative method. Then, it is suggested that other researchers can also conduct the similar research by investigating the relationship between the improvement areas of the students' writings and the problems faced by the students in the writing proses of essay writing.