CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents conclusion and suggestion concerning the result of the study.

A. Conclusion

1. The Category of Grammatical Error

Having analyzed the students' errors, the researcher concludes that the third semester students of English Department at IAIN Sunan Ampel Surabaya Academy year 2012 have the number of error on the writing II task based on the Betty Schrampfer Azar' error analysis category which is low. Based on the result of the research, the researcher concludes the following:

a. The Grammatical errors found on the writing II task based on the Betty Schrampfer Azar's error analysis made by the third semester students of English Department at IAIN Sunan Ampel Surabaya Academy year are as bellow:

1) The singular – plural errors

The number of the students' errors is 106 (27, 1 %). It shows that the students really get difficulty in singular plural either noun or verb

2) The word form errors

  The number of the students' errors is 10 (2, 56 %). It shows that the students get little difficulty in word form.

3) The word choice errors

  The number of the students' errors is 50 (12, 79 %). It shows that the students got difficulty enough in word choice

4) The verb tense errors

  The number of the students' errors is 39 (9, 98 %). It shows that the students get difficulty enough in verb tense.

5) The add and omit a word errors

  The number of the students' errors is 20 (5, 11 %). It shows that the students get litte difficulty in add and omit a word.

6) The word order errors

  The number of the students' errors is 17 (4, 34 %). It shows that the some students still get little difficulty in word order.

7) The incomplete sentence error

  The number of the students' errors is 61 (15, 6 %). It shows that the students really got difficulty in incomplete sentence.

8) The spelling errors

The number of the students' errors is 18 (4, 6 %). It shows that the some students still get difficulty enough in spelling.

9) The punctuation errors

The number of the students' errors is 18 (4, 85 %). It shows that the students get difficulty enough in punctuation.

10) The capitalization errors

The number of the students' errors is 13 (3, 32 %). It shows that the students still get little difficulty in capitalization.

11) The article errors

The number of the students' errors is 10 (2, 56 %). It shows that the students still get little difficulty in article.

12) The meaning not clear errors

The number of the students' errors is 6 (1, 53 %). It shows that the students still get little difficulty in meaning not clear.

13) The run-on sentence errors

The number of the students' errors is 22 (5, 62 %). It shows that the students got difficulty enough in run on sentence.

From the result of the error analysis on the writing II task made by the third semester students of English Department at IAIN Sunan Ampel, it can be concluded that the students have the number of error in each category

which is little and the percentage of the error number of each category which is low (less than 30%).

2. The cause of error

Based on data analysis, there are five causes of errors. They are *Interlingua, over-generalization, ignorance of rules restriction, incomplete application of rules* and *false concept hypothesized*. The most frequently caused is *false concept hypothesized* and *ignorance of rules restriction*. This means that the students did not interpret well the use of certain structures of the target language especially in singular-plural either noun or verb. Besides that, the students practiced less in grammar especially in making an essay. They were not also more careful and did not really pay attention to the grammar when they made an essay especially in singular plural either noun or verb.

B. Suggestion

Regarding with the finding of the research and adopting the fact that the students' ability in using the rules of grammar on the writing II task is right, the researcher would like to give some suggestion as follows:

1. The students should study the English grammar harder than before and practice it more. Besides that they must pay attention to the lecturer's entire during teaching-learning process.

2. The students should learn to use the rules of grammar in sentences or paragraph. In this manner, they can avoid making the grammar error i.e. in singular-plural because some factors why the students make errors are their inaccuracy in choosing adding of s / es which point out singular plural and practice less.

3. The students need to read a lot of books, which concern the singular-plural, word form, word choice, verb tense, add and omit a word, word order, incomplete sentence, spelling, punctuation, capitalization, article, meaning not clear and run-on sentence. By doing this, they will be able to comprehend them easily.

4. The students should be more careful and pay attention more to the grammar material when they write en essay. They can read and check again their written after finishing it and before they submit to the lecturer.

5. The lecturer should give the students more exercise in each material especially in making paragraph in order that the students have habit in making paragraph structurally.

6. The lecturer should predict more effective teaching methods for the next semester. To attract the students' attention, the teacher may give more interesting teaching methods such as inserting games within teaching and learning process.

7. for further researcher is hoped to do depth research so that the research can be source of new information for the educational enhancement.