

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

Based on the data analysis and discussion the writer concluded three things as follow:

- a. The types of grammatical errors committed by the students of SMPK St.YosepNaikoten-Kupang are omission (10), addition (9), misformation (48), misordering (2), and also unclassified errors (18).
- b. The most dominant error made by the students of SMPK St.YosepNaikotenKupang is misformation; with total errors are 48 made by 16 students.
- c. Beside the four types of errors in surface strategy taxonomy, there are also other errors appeared like misspelling, word choice, lack of possessive pronoun (brother's), incomplete words, and used Indonesian language. These errors are regarded as unclassified because they are not included in any error of surface strategy taxonomy.

#### 5.2 Suggestions

Here there are some suggestions presented by the researcher as follow:

1. For the teacher.

The teacher should give more focus on teaching simple past tense because the students still use simple present tense in the text that should be written in the past tense form. Although there are no lessons that study grammar specifically, it is necessary to pay attention to the tenses used in reading texts.

2. For the students

The students should try harder to study simple past tense and put it to practice. Students also not only study with the teachers but also by looking for other sources like internet, books, dictionary and so on in order to improve writing skill.

3. For the readers

In giving information to the other readers especially in writing, it is better to pay much attention to the grammatical pattern of the text. For example how to use tense correctly, how to form structural correct sentence and the last one is how to make the information make sense and can be understood by the reader. In addition the information should be factual information.

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