

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the writer would like to present the conclusion and suggestion of the study. The conclusion is done based on the result of the data analysis and discussion in chapter IV. The suggestion is based on the conclusion which is got from the result of the analysis and discussion. The conclusion and suggestion in detail are presented below:

#### 5.1 Conclusions

From the discussion of this study, the writer would like to conclude that the grammatical errors committed by the ninth grade students of SMPK Adisucipto Penfui-Kupang in the school year 2014/2015 in conversation are omission, addition, misformation, and misordering. The most frequent errors committed by the ninth grade students of SMPK Adisucipto Penfui-Kupang in the school year 2014/2015 in conversation is misformation with total number 29 errors (51,79 %). It is followed by omission with total number 20 errors (35,71%), addition with total number 6 errors (10,71%), and misordering with total number 1 error (1,79%).

## 5.2 Suggestions.

The result of the study indicates that there are some grammatical errors made by the students and they were analyzed based on surface strategy taxonomy by type in chapter four. The writer would like to give some suggestions for the students and also for the teacher.

1. The students should learn more on how to speak English by concerning the grammatical aspects regarding tenses, verb, noun, adjectives and preposition.

Therefore in learning process the students should know grammar accurately in spoken as well as in written form. By using grammar appropriately in conversation, the meaning and the idea of the conversation will be easier to be understood. On the other hand if the conversation full of grammatical errors the meaning and the idea will be difficult to be understood.

2. The English teachers should pay more attention on the students grammatical errors by providing practices on grammatical aspects particularly tenses, verb, noun, conjunction, adjectives and preposition. It means the teacher must prepare himself before teaching- learning activity and has a good knowledge about grammar, so that the learning process is more effective and can minimize the grammatical errors that often occur in class.

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