

CHAPTER V

CONCLUSION AND SUGESSTION

In this chapter researcher gives the conclusion and suggestion. The researcher included conclusion to shows results of the research that has done. The researcher also provided suggestions as a reference for further research of for parties in need.

A. Conclusion

After getting the results of the research, the next step is to provide conclusion from the research that has been carried out. Conclusions are very important, because it can describe or explain the end of the research. The students' error of procedure text for writing at eight grade of SMPN 5 Kayan Hulu specifically use four aspects in error such as omission, addition, misinformation, and misordering.

This research was to find the common errors and the obstacles made by students in writing procedure text. The subject of this research was the eighth grade students of SMPN 5 Kayan Hulu. The number of subjects was taken from three classes. It is VIII-A, VIII-B and VIII-C which consist of 65 students. The result of this research was taken from document and interview. Based on the students' product in writing procedure text, the researcher got the common error made by students, and in the interview, the researcher interview 11 students, the teacher and

headmaster at SMPN 5 Kayan Hulu. Based on the interview result, the researcher got some information about the obstacles when students writing.

Based on the data described in the previous chapter, the researcher concluded that the eighth grade students of SMPN 5 Kayan Hulu were still confused in writing procedure text. There were errors 218 errors in students writing procedure text. After analyzing the collected data, it was found that students' writing errors in writing procedure texts were then classified into 4 types of errors, namely omission, addition, misformation and misordering.

Omission is the error of omitting the subject, to be (am, is, are and have/has), preposition (in, on, at, by), conjunction, article, and verb. There was 36 students who made 74 (33.9%) cases of omission errors. Addition is an error of adding the subject, to express the third singular person, to be, pronoun, preposition (in, on, at, by), conjunction, article and verb. It is opposite of omission. In this research, there were 27 students who made 61 (27.9%) cases.

Misformation is characterized by the wrong form of morpheme or structure. In this research, there were 34 students who made 68 (31.2%) cases in misformation. Misordering is characterized by incorrect placement of a morpheme in an utterance. Errors are misplacement adverb of time, grammatically adverb of time should to be place in the end sentence, and wrong construction of word for construction sentence. In this research there were 10 students who made 15 (6.8%) cases in misordering.

Based on the data analysis, the purpose of this research is to find common errors and to find obstacles made by students and the obstacles when students writing procedure text, it was found that the students made a many errors of omission. According research purpose, the result show:

First, omission is the most common errors on students' procedure text with the total is 74 (33.9%). It caused students not understand how to use omission in writing procedure text. Second, it was found the obstacles when students writing procedure text, because students were the lack of vocabulary, grammar, and in class VII they learned through online.

B. Suggestion

After the researcher cconducted the research, the researcher provides suggestion to the result of this research. Hopefully it can be applied easily in teaching and learning activity and decrease the errors.

1. The teacher

For English teacher at SMPN 5 Kayan Hulu, the researcher hopes this research can be useful and be taken into consideration in teaching writing, especially writing procedure text. The English teacher are suggested to teach and practice the grammar especially simple present tense, vocabulary, and sentences writing procedure text.

2. The students

For eighth grade students at SMPN 5 Kayan Hulu, keep on learning and do not be lazy to open your dictionary. Improve your vocabulary and grammar skills in English so that you can understand English language and you can make good writing, especially in writing procedure text.

3. The school

For the school, researcher hopes the school can make students motivated to improve their vocabulary, grammar, and motivate students to do not be afraid to make a mistake in learning, especially in writing.

4. The other researcher

For other researcher, researcher hopes to be able to conduct research with more specific problems, and get more accurate information in students' analysis, such as more specific questions about the problem and what are the obstacles when students write.