CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter delineates the conclusions and the suggestions of the research. In this chapter, the conclusions are formulated based on the research questions. Meanwhile the suggestions present the recommendations for related parties and the further research which are related to the topic.

5.1 Conclusions

Based on the findings and discussions explained in the previous chapter, some points can be concluded.

Dealing with the most dominant error type in the students' descriptive texts, it is found that students mostly made errors in terms of *omission*. The error happened both in syntactical and morphological level. In the syntactical level, the *omission* occurred because the students tended to omit article a/an, to be, object/indirect object, head noun, pronoun, preposition *in*, and Conjunction *and*. Meanwhile, in the morphological level, the *omission* tended to happen because the students omitted suffix –s or *apostrophe* to show possession, verb ending –*ing, –s* third-person singular pronoun, and Suffix –s to indicate the plural noun.

Referring to the sources of errors, the students' point of view can be classified into the followings; 1) difficulty in translating the texts, 2) the lack of English vocabularies and their meanings, 3) having not understood the English grammar, and 4) the assumption that writing in English is difficult. From those classifications, difficulty in translating the texts might lead the students to transfer the grammatical rules or vocabularies from their first language into the second language they were learning. Therefore, the errors occurred. While, the lack of English vocabularies and their meaning could lead the students to make errors, either by transferring the first language vocabularies incorrectly or to put wrong vocabularies. In addition, having not understood the English grammar and the assumption that writing in English is difficult might lead students to make intralingual errors, the errors within the English language itself.

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5.2 Suggestions

There are some suggestions offered to the teachers, students, and those who are interested in conducting further research in the similar areas.

For teachers, there are several suggestions offered. Firstly, they need to re-explain the use of some grammatical elements and give the students exposure about the sentence structures. By doing so, hopefully the students will not omit some elements needed in a sentence, and can understand the English grammar properly. Secondly, the teachers are recommended to give more explaination and give exercise on how to translate sentence correctly. So that, the errors caused by difficulty in translating the texts can be avoided. Thirdly, the teachers are suggested to use various techniques in introducing new vocabularies to the students. Therefore, the lack of English vocabularies and their meanings can be overcome. Lastly, it is better for the teachers to give easy writing guidance and ice breaking before the writing session. So that, the assumption that writing in English is difficult can be forgotten by the students.

For the students, they need to practice some exercises about sentence structures. They can get the exercises from the textbook or online. By doing so, the students are expected to be able to apply the sentence structures correctly and not to omit some elements needed in a sentence to be considered grammatically correct. They also need to increase their vocabularies. It can be started by looking to the dictionary every word that they do not know the meaning instead of using the *Google translate*, or memorizing the new vocabularies that they got from the teaching and learning activities, or practicing to make some sentences from those vocabularies.

For the future researchers who are interested in the similar area, there are some suggestions offered. Firstly, since in this study the students' errors were classified into a general classification, the future researchers can classify the students' errors into more specific classifications. Secondly, they may administer more than two writing tasks for the same text type in order to get the sample of the students' language. Therefore, they can see the pattern of the most dominant error type in each writing task. Thirdly, they can investigate the factors causing

errors based on the students' point of view with more specific questions in the interviews. By getting more specific questions in the interview, there are more possibilities to obtain more information on the topic discussed.