CHAPTER III

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions and suggestions based on the findings and their discussions in Chapter II. Further more, some suggestions or recommendations are also presented.

3.1 Conclusions

Among 15 aspects of errors, the respondents made errors, in 10 aspects. They were: (1) sentence fragments, (2) sentence sprawl, (3) faulty parallelism, (4) omitted commas, (5) coma splices, (6) apostrophe errors, (7) misspellings, (8) subject and verb, (9) verb agreement, tense and form, and (10) incorrect usage. This point suggests that all of the category of respondents had the similar phenomena in making errors.

The most error of narrative writing made by the respondents were: misspellings (28,9%), incorrect usage (21%), verb agreement, tense and form (17,1%), subject and verb (13,2%), and sentence fragments (9,2%). In other words, they had problem in punctuation (misspelling and sentence fragments), and also in handling grammar (incorrect usage, verb agreement, tense and form, and subject and verb aspects)

3.2 Suggestions

As described in the conclusions, all respondents made similar errors in writings i.e: grammars and punctuations. For this case, in teaching-learning process, firstly, teachers have to be able to motivate and support

the students in writing class; secondly, the teachers should not only give mark on students' writing but also they have to give feed-back on it. It is in the form of correct ions toward their writing; thirdly, because there are so many grammatical errors found in students' writing grammar should not be thought implicitly. It would be better if the teacher spends on or two hours to teach grammar once a week. Furthermore for students, they should do more practice in writing narrative composition, so their writing skill will be better and beer in addition, the students have to be more careful on punctuation. And the last is students should recall vocabularies they have got more often and have to enrich their vocabulary.

This research did no relate the respondents' characteristics to their error of writing. Research in such an area will give much more focus and give contribution to the learning process of writing.