

V. CONCLUSION AND SUGGESTIONS

This chapter provides the conclusion and suggestions drawn from the description and the discussion of the result presented in chapter four in relation to the problems formulated in the first chapter.

5.1 Conclusion

After analysing the result of the data previously presented, the writer can conclude that:

1. The students of class XI IPA 1 committed all the types of errors in spoof text writing based on Surface Strategy Taxonomy: misformation, omission, addition, and misordering. They also committed all the types of errors based on Communicative Effect Taxonomy: global error and local error. The total numbers of errors committed by the students is 184 errors or 5.27% based on surface strategy taxonomy, and 111 errors or 3.18% based on communicative effect taxonomy.
2. The percentage and frequency of the errors (ranked from the type of error that is mostly made by the students) resulted from the students' spoof paragraph writing are:
 - a. Surface Strategy Taxonomy

1. Misformation is 82 errors or 44.56%
2. Omission is 59 errors or 32.06%
3. Misordering is 24 errors or 13.04%
4. Addition is 19 errors or 10.32%

b. Communicative effect taxonomy

1. Local error is 84 errors or 75.67%
2. Global error is 27 errors or 24.32%

5.2 Suggestions

Referring to the research finding, the writer would like to give suggestions as follows:

1. The teachers can pinpoint the students' errors and minimize the students' errors by:
 - a. Explaining more clearly about grammatical structure. The teachers should apply the teaching technique by providing further explanation, relevant examples, and contextual exercises of grammatical structure.
 - b. Asking the students to memorize the vocabularies for revising their lack of vocabulary.
 - c. Providing regular practice in changing of verb form 1 into verb form 2 and verb form 3.
 - d. Guiding the students to recognize their own errors by inviting the students to do self-correction because students are unable to identify their errors.
 - e. Giving the students remedial to find out whether the writing is better or not.
2. The students can minimize their weaknesses in order to make their English better, by:

- a. memorizing and practising the vocabularies that had been learnt.
- b. practising to change verb form 1 into verb form 2 and verb form 3.
- c. Doing self-correction, so that in the future they are able to do better.
- d. Practicing more about grammatical structure and discuss it with their friends in group, that consist of 2-3 students, so they can learn together.