

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

In line with the result and discussion research presented, conclusion can be drawn like the followings:

1. It is found that there are some sentence structure errors in descriptive paragraph writing made by the third grade students of MTs Muhammadiyah 1 Sekampung Udik. Those areas of grammatical errors are sentence fragment, comma splice, run-on or fused sentence, and dangling modifier.
2. The sentence structure errors that found in this research are classified into:
 - a. Sentence fragment. This sentence fragment occurred because there are several sentences in student's writing is incomplete. It is sometimes has no subject or main clause.
 - b. Comma splice. This error is caused by constructing several compound sentences in student's writing, which are wrongly connected. In other words it is joined or "spliced" by a comma.

- c. Run on or fused sentence. This sentence error happened because there are several sentences in student's writing does not tell the readers where the start or ends.
 - d. Dangling modifier. This error committed by the students because they wrote several sentences which do not have the same object as main clause do.
3. According to these two taxonomies that are used in this study (surface strategy taxonomy and communicative effect taxonomy), it can be inferred that local errors rank first, omission errors rank second, global errors rank third, misinformation errors rank fourth, misordering errors rank fifth and addition rank sixth. Most of local errors made by students are at the area of run on or fused sentences. The percentage and frequency of the errors identified in the students' descriptive paragraphs are:
- 3.1 In accordance to the surface strategy taxonomy, frequencies of errors are calculated as follows:
- a. In sentence fragment there are 2 item (1.55 %), omission of sentence fragment errors consist of 17 items (13.18%), misinformation of sentence fragment amount to 6 items (4.65 %), while misordering of sentence fragments comprise 4 items (3.10%).
 - b. In comma splice errors there are 8 items (6.20 %), omission of comma splice errors amount to 6 items (4.65 %), misinformation of comma splice errors consist of 1 items (0.77 %). While misordering of comma splice errors comprise 5 items (3.87%).

- c. In run on or fused sentence errors there are 7 item (5.43 %), omission of run on or fused sentence errors consist of 43 items(33.34%), misformation of run on or fused sentence errors amount to 17 items (13.18 %), while misordering of run on or fused sentence errors comprise 13 items (10.08 %).
- d. No error in dangling modifier is found.

3.2 Referring to communicative-effect taxonomy the errors can be classified into:

- a. In sentence fragment errors there are 11 items (8.53 %), and local errors of sentence fragments errors consist of 19 items (14.73%).
- b. In comma splice errors there are 3 items (2.32%) and local errors of comma splices errors amount to 17 items (13.18 %).
- c. In run on or fused sentence errors there are 44 items (34.11 %) and local errors comprise 35 items (27.13 %).
- d. No error in dangling modifier is found.

5.2 Suggestions

Considering the students' errors in sentence fragment, comma splice, run on or fused sentence and dangling modifier in descriptive paragraph writing, suggestions might be given below:

1. English teachers may use the information of the types of students' errors as a guidance to evaluate the weakness or progress of students' ability in learning English, particularly in terms of writing a descriptive paragraph.

They should take the errors into account, analyze them and provide proper correction.

2. The English teacher should give more attention to the students' errors by explaining the grammar rules clearly and giving some comments in the students' work. By referring to the results, the students seem not quite understand how to use appropriate comma, full stop and conjunction.
3. When teaching grammar or structure, the teacher should consider the different rules that English and Bahasa Indonesia have because most students are influenced by the rules inherent in Bahasa Indonesia (their L1) when they have to construct an English sentence.
4. In order to improve the writing ability, the students should pay more attention to the sentence structure rules since it becomes the important aspect in language learning, especially in composing good paragraph. Besides, the students should always practice English, not only speaking but also writing. Moreover, it is better for the students to re-read their own compositions to avoid sentence structures errors that often made.