

V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

In line with the analysis of the data presented in the previous chapter, the conclusion can be mentioned like the following:

1. The errors found in the students' writing in constructing sentences or words include inflectional errors amounting 151 items. These errors happened in omission, addition, misformation and misordering types based on Surface Strategy Taxonomy and included derivational error amounting to 34 errors. These errors just happened in omission and misformation types.
2. The errors in students' writing in using sentences or words include inflectional errors amounting to 282 in local error and 17 in global error based on Communicative Effect Taxonomy. And the errors in students' writing include derivational error amounting to 21 in global errors and no derivational errors was found in local error based on Communicative Effect Taxonomy.
3. In general, errors committed in Surface Strategy Taxonomy rank first, that is 758 items, which are 359 items is misformation errors, 238 items in omission errors, 111 items in addition errors and 50 items in misordering errors. While in Communicative Effect Taxonomy, the errors amounting to 414 items from total of errors, which are 315 items constructing of local errors and 99 items being global errors.

5.2 Suggestions

In line with conclusions presented previously, some suggestions may accordingly be cited as the following:

1. The English teacher may use the students' error as the guidance to evaluate the progress of the students in learning English. For example: he or she may give special attention on the common errors that the students make in target language performance especially in writing. To improve these errors the teacher can discuss the errors in the class or give some extra home works, by doing so the students can identify their weaknesses and work more seriously on the problems.
2. In this research, the most errors made by the students are omission and misformation errors. To minimize these errors, teacher may ask the students to do the exercises regularly about verbs changes. This can be done by giving assignment about their activities or experiences.