I. CONCLUSIONS AND SUGGESTIONS

In this chapter the conclusions and suggestions of the research are drawn based on the result presented in the previous chapter and in relation to the problem formulated in the first chapter.

5.1 Conclusions

After analyzing the result of the data, the conclusions can be drawn as follows:

1.1.i.1. Most of the chosen students at second grade of SMA Kartikatama Metro still committed all four error types of surface strategy taxonomy, and two error types (local and global) of communication effect taxonomy. It means that although the students were taught 12 hours in a week, they still had problem with English grammar. In other words, they still did many errors.

1.1.i.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’ narrative paragraph writings are:

1.1.i.2.a) Based on Surface Strategy Taxonomy

- Error in misformation is 50.31% (408 items from 811 total errors).

- Error in omission is 25.40% (206 items from 811 total errors).

- Error in addition is 15.54% (126 items from 811 total errors).
• Error in misordering is 8.75% (71 items from 811 total errors).

b) Based on Communicative Effect Taxonomy

• Global error is 11.16% (70 items from 627 total errors).

• Local error is 88.84% (557 items from 627 total errors).

c) Although the students of SMA Kartikatama Metro have been taught for 12 hours in a week unlike other schools, they still committed many errors. So it seems to be the same with the schools which are taught for 4 hours in a week for English.

5.2 Suggestions

Relating to the research finding previously presented, some suggestions are provided to improve the student’s ability in writing narrative paragraph:

a. The English teachers may use information of the types of students’ errors as a guidance to evaluate the weakness or progress of the students’ ability in learning English, especially in their narrative writing. They pay attention to the errors, analyze them and give proper correction.

b. In order to minimize the students’ errors, the teacher should improve the students’ knowledge of English Grammar by teaching how to form or construct the sentences appropriately and meaningfully, and by telling the functions of the language area themselves. Besides that, the teacher has to set the first priority to the errors that mostly occurred (misformation and local error) such as “She has many childs”. Since as explained before, “childs” should be changed into children.
c. When the teacher teaches grammar or structure, the teacher should consider the different rules that English and Bahasa Indonesia have. Since based on the interview done, most students said that the rules of Bahasa Indonesia often influenced them in making a sentence in English.

It is crucial for the teacher to explain English grammar and compare it with Bahasa Indonesia grammar clearly to the students. This will minimize the influence of the students' native language to construct English sentences.