

V. CONCLUSIONS AND SUGGESTIONS

In this chapter contains two subtitles: Conclusions and Suggestions. The whole explanation will be delivered as follows.

5.1 Conclusions

Having analyzed the result of the data, the researcher found some conclusions as follows.

1. The students of SMA Negeri 9 Bandar Lampung committed errors in writing hortatory exposition. The types of errors made by the students are based on Surface Strategy Taxonomy which are classified into omission, addition, misformation and misordering, and Communicative Effect Taxonomy with two categories. They are global and local errors.
2. The errors mostly done by the students are found as misformation errors, based on Surface Strategy Taxonomy, and global errors, based on Communicative Effect Taxonomy. In misformation error, there is 50.48 % or 210 errors found in students' writing. While it is 65.35 % or 66 errors committed by the students' classified as global error.
3. Guided Writing can be used to minimize the students' errors from 9.78 % errors became 7.01 % error made by each student because it facilitates the

students to have group discussion before doing their writing but it cannot guarantee the students to eliminate the whole errors they made. Furthermore guided writing also can help the students to write hortatory exposition organizationally and coherently.

5.2 Suggestions

Referring to the research findings in this research, the researcher would like to propose some recommendation as follows.

1. Related to the highest frequency of errors based on Surface Strategy Taxonomy and Communicative Effect Taxonomy which are misformation and global error. The teacher is expected to give further explanation and description about the clear difference between Indonesian and English. Since Indonesian and English have big difference.
2. The teacher should direct the students to do lots of practice rather than explaining too much about the theories in writing hortatory exposition in order to make the students familiar with the characteristic of the text and aware in noticing the errors they may make.
3. It is better for the teacher to use guided writing before doing writing task to stimulate the students' errors appear and make them write their writing more organizationally. And after they finish their writing, repetitive practice and repetitive revision or correction by the teacher should be done in order to make a deeper understanding to the students about which sentence is grammatically correct and which are not.