

V CONCLUSIONS AND SUGESTIONS

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 writer draws conclusions as follows:

1. The students as the sample of this research made four types of errors based on surface strategy taxonomy (addition error, omission error, misformation error and misordering error) and two types of errors based on communicative effect taxonomy (global error and local error).
2. The frequency of errors in misformation is higher than the others. In reference to the surface strategy taxonomy, the highest proportion of the errors in transforming passive voice is misformation with 231 errors or 51.4 %, followed by omission with 131 errors or 29.1 %. Addition is in the third rank with 80 errors or 17.8 % and misordering with 7 errors or 1.5 % is the fourth rank. While based on communicative effect taxonomy, the students committed omission global errors 52 (39.6%) and omission local errors 79 (60.3%), addition global errors 36 (45%) and addition local errors 44 (55%), misformation global errors 119 (51.5%) and

misformation local errors 112 (48.5%) and the last misordering global errors 1 (14.2%) and misordering local errors 6 (85.8%).

2.2 Suggestions

The research findings and discussion leads to suggestion formulations as the following:

1. The English teachers may analyze the students' weakness or progress in learning English especially in transforming active to passive voice sentences and translates the sentences into English. This can be done by using errors checklist. In teaching passive voice, therefore it is crucial for the teachers to give further explanation about tenses used in it and evaluate the students' understanding by doing exercises related to the use of the tenses, e.g, students write past events for past activities and habitual information for regular activities.
2. The English teachers need to conduct remedial or tutorial teaching for passive voice, especially on misformation aspect because the findings showed that they are very weak in this material. For example, the teachers can assign the students to make list of these verbs and write complete sentences using those verbs so that they understand how to use them in paragraph writing or separate sentences correctly.