

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the result of the study in the preceding chapter, the writer concludes that there are some errors in students' descriptive composition made by the first year student of MTs Negeri Krian. The types of errors that made by the students in their English composition of descriptive text are Omission, Addition, Misformation and Misordering.

The dominant error in descriptive composition made by the students is error of omission. This error is 54,04 %. The error is the highest frequency. They are omission of ending –s or –es for third person singular verb in present tense, omission of to be, omission of ending –ing in gerund after 'like' verb, omission of the auxiliary does or do in negative form, omission of indefinite article 'a', omission of preposition 'in', omission of surrogate subject, omission of ending –ed in passive verb.

The second level is error of misformation. The frequency of the error in this item is 24,51 %. In students' composition, there are double marking and simple addition of article 'a'. The third level is error of addition. The frequency of the error in this item is 12,53 %. The kinds of addition error in students' composition are regularization of plural noun, alternating form of comparative degree, and archy form of pronoun subject.

The last level is error of misordering. In this item, the frequency is 8,92 %. It is the most rarely found in students' composition. This error is the most rarely found. The kinds of addition error are misordering of noun phrase and misordering of noun phrase in using ordinal number.

These errors are caused by their lack of English grammar knowledge. There are some possible causes of the errors are overgeneralization, ignorance of rules restriction, incomplete application of rule and false concept hypothesis. Over-generalization and incomplete application of rule are the most frequent causes which cause the errors to happen. When the students don't know about the structure or the word, they simply use their experience of grammar knowledge that they have. In concluding, those errors are caused by influence of the mother tongue of the students, Indonesia language.

5.2 Suggestion

After concluding the study, there are some suggestions especially to the teacher as a guide one to complete the way of teaching learning process in the classroom to teach their students about descriptive composition. The first is teaching well and clearly about all aspects in the description text; the language feature and the generics structure. The second is the teacher should be aware of the students' errors by doing some correction and give the problem solving to the students. The third is the teacher should give students the English grammar comprehensively to prevent students to make the same errors in the future. The

fourth is the teacher motivates her students to be more enjoyed in learning English, especially in writing English.