CHAPTER V

CONCLUSION

CHAPTER V

C O N C L U S I O N

In this chapter, the writer would like to present the summary and suggestions in accordance with this study.

5.1 Summary

Regarding the importance of teaching writing to Senior High School students, the writer wanted to know how far the first year students of PETRA 3 Christian Senior High School Surabaya made the grammatical errors in their writing.

First of all, the writer gave the writing test which used picture series to the students. The writer also gave some of key words for every picture. Then, she noted down all of the errors made by these students. After that, the writer classified those errors according to their types, counted their occurrences and put them in the table.

There are three theories underlying this study. They are Error Analysis (EA) which is used to obtain the data for this study, Contrastive Analysis (CA),

Interlanguage (IL) which are used to support the theories in this study.

The results of this study show that the most frequent error type which were made by the students in the agreement of subject and predicate was omission errors of tense markers (=34,47%), the second was addition errors of tense markers (=33,14%) and the least was misuse errors of tense markers (=32,39%). The most frequent error type which had been made by the students in parallelism was misuse errors of conjunction (=48,92%), the second was addition errors of conjunction (=27,84%) and the least was omission errors of conjunction (=23,24%).

5.2 Suggestions

Regarding the importance of teaching writing to Senior High School students, the writer would like to give some suggestions to the English teachers.

In teaching writing to Senior High School students, the teacher should give picture series which are interesting and familiar to the students. It will be difficult for the students to write if they cannot recognize the pictures.

To help the students understand more about the

pictures, the teacher should give some of key words for every picture. By giving the key words, the students can create their writing idea. The words will be helpful for them to make their writing better and more interesting.

The teacher should consider the factors which influence learning process, such as the students'English competence, the learning materials and the writing aids.

The teacher should give more exercises about agreement of subject and predicate in all tenses in order to help the students make a good composition so that it is meaningful. Besides that, the teacher should also give more exercises about parallelism by giving exercises on combining sentences by using conjunctions.

After checking the students'papers, the teacher should return the students'corrected papers before they do the next writing assignment. The students may be aware of their grammatical errors committed with the help of the teacher's correction marks.

Considering the students'self evaluation, the students may avoid making the same errors in the next writing assignment. By doing this, the students can gradually improve their ability to use tenses and conjunctions effectively in writing composition.

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