

CHAPTER V

CONCLUSION AND SUGGESTION

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This chapter consists of two parts. The first part is the conclusions of the previous chapters and the second part talks about the suggestions that may be useful for English teachers who want to teach relative pronouns.

5.1 Conclusion

In accordance with the statement of the problem, there are two conclusions which can be drawn from this research.

There are five kinds of errors which the second year students of SMEA 01 PGRI Tulungagung made in using relative pronouns, they are P (person) referring to who, NP (non-person) for which, Po (possesive) representing whose, Pr (peposition) for whom, and T (thing) refering to that.

Among these five kinds of error, the writer found out that the errors the students made most in using relative clause is Po, followed by NP, P, Pr, and T. From the result of the study which is discussed in the previous chapter, the writer concluded that the most errors made by the students in using defining relative

pronouns is Po and the most error made by the students in using non-defining relative pronouns is Po and NP. The least errors both on defining relative pronouns and non-defining relative pronouns the students made are T.

5.2 Suggestion

Looking back at the results of this study, the writer would like to give some suggestions to the English teachers, especially who wants to teach relative pronouns as follows :

- a. the teachers should use the curriculum constanly as a guidance of teaching so that they can present the material well to the students.
- b. the teachers have to do their best in order to teach or to explain well the different use of relative pronouns.
- c. The teacher should ask the students to have more practice in using relative pronouns which have been given before.
- d. The teacher should give motivation such as some explanations that studying English is important not only for their lesson in school but also for the development of the nation.

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