CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents: (1) conclusions and (2) suggestions

In this chapter, the researcher offered some conclusions andsuggestions which hopefully can be useful and helpful for teachers and also the students in teaching and learning English.

5.1 Conclusions

From this research, there were some important information that had been collected from the eleventh grade students of MA Muhammadyah 1 Palembang in their descriptive writing in term of ending –S/-Es errors by using classification of Surface Strategy Taxonomy proposed by Dulay, Burth and Krashen in 1982. Based on the findings and interpretations in the previous chapter, the researcher concluded that:

Firstly, the eleventh grade students of MA Muhammadyah 1 Palembang as the participants contributed omission, addition and misformation errors. Meanwhile there was no error found in misordering. The omission errors that occurred in students' composition were in *ending -s* and *ending -es*. The addition errors done by the students was regularization, whereas there was no *simple addition* and *double marking* error done by the students. After that, in misformation errors the students did the errors in *alternating form* errors on the use of ending –S/-Es for verb.

Secondly, this research revealed that the most dominant errors in ending –S/-Es for verb done by the students were in *omission*. Omissions errors indicated that the students faced some difficulties in comprehending the use of ending –s/-Es. The frequency of *omission* errors was 83.13%, followed by *misformation* error 10.44%, *addition* errors was 7.22%.

5.2 Suggestions

Based on the findings from this research, the researcher would like to give some suggestions to the teachers of English, the students and also the other researchers, they are:

1. For the teachers of English, it was expected to make correction and give further and clear explanations toward students' errors during learning process in learning simple present tense especially in ending –S/-Es. The teacher should give the students more comprehension in writing and also uttering using ending –S/-Es since the finding of this research showed that the students did that kind of errors the most.

2. For the students, it was expected to practice more in using simple present tense especially in the use of *ending –S/-Es.* The students might do more exercise for making sure their comprehension in simple present tense. Moreover, it would be better for the students to implemented or used simple present tense in their daily conversation with their friends. It could improve the students' knowledge and also their skills in simple present tense because they could make a correction each other.

3. For the other researchers, in order to improve teaching and learning process at senior high schools in Palembang, the researcher hoped that there would be researches focusing on the analysis on factors affecting the students' weaknesses in simple present tense especially in the form of ending –S/-Es.