

BAB V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions of the study's results that have been discussed in the previous chapter and also suggestions for English teachers, students and other researchers.

5.1 Conclusion

Based on the findings and discussions in the previous chapter, the researcher concluded that common errors are usually made by the seventh-grade students of SMPN 7 Bojonegoro using simple present tense in writing descriptive text, and the factors cause errors made by the seventh-grade students of SMPN 7 Bojonegoro of using simple present tense in writing descriptive text. The conclusions are as follows :

1. The common errors in implementing simple present tense in the descriptive text of seventh-grade students. Based on the finding of students' writing documentation in using simple present tense in writing descriptive text. After conducting the research, some conclusions about errors in writing descriptive text in the curriculum Merdeka English class were presented. There are omission errors, misinformation errors, and simple present tense. Omission with the total number of errors is 5 errors. Misinformation with a total number of errors is 18 and simple present tense errors are 2 errors. So the total value of all errors is 25 errors.
2. The factors do contribute to the students' error in implementing simple present tense in descriptive text. The observation and interview showed that the factors do contribute to the student's errors in using simple present tense in writing descriptive text were the interlingual transfer and intralingual transfer.

After analyzing each type of error found in the descriptive text in students writing of the seventh grade of SMPN 7 Bojonegoro, the researcher can find some factors that cause errors. They are interlingual and intralingual transfer. Interlingual transfer is errors that are influenced

by the interference of users' mother tongue. The users still apply the Indonesian pattern to English when they translate the sentences. Then intralingual transfer occurs when students get difficulty learning the second language. There are three causes of errors in intralingual transfer, namely; errors caused by overgeneralization, errors caused by ignorance of rule restriction, and errors caused by incomplete application of rules.

5.2 Suggestion

Based on the conclusion of the research, the researcher suggests the following parties: the teachers, the students, and other researchers.

1. English Teachers

Based on the conclusion above, it is suggested for English teachers at junior high school, especially English teachers of SMPN 7 Bojonegoro should pay more attention to the writing teaching and learning process and also stress the material which is difficult for students. The teacher should give more explanation of grammatical rules in English, particularly in the simple present tense, so that the students will understand more about good writing.

2. Students

Since there are still so many errors made by the students in the use of simple present tense in writing descriptive text, they should pay more attention to it. The students should learn harder and do exercises related to the use of simple present tense in writing descriptive text. It is also important for them to know their errors because by knowing their errors, they will not make similar errors. The students also have to pay more attention when the teacher explains English grammar. Other than that, they must be aware of using pronouns and marked -s/-es So that there are no errors in writing descriptive text.

3. Further Research

Since this research is far from perfect, it is hoped that the other researcher can discuss and analyze the students' errors deeply. Meanwhile,

hopefully, this research will be able to be a kind of reference for them to make further research concerning error analysis.

