

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

In this chapter, the researcher discusses conclusions and suggestions. The researcher makes conclusions and suggestions based on the result of the research.

#### **5.1 CONCLUSIONS**

Based on the result in chapter IV, the researcher concluded that:

1. All the Second Year Students of the English Department of Bung Hatta University made errors in writing compound sentences in the Simple Present Tense. It can be seen in chapter IV, the total frequency of errors made by the students was 1.587. The reader can also see the students who made errors on Appendix 3 and 4.
2. In general, there were four types of error made by the Second Year Students of the English Department of Bung Hatta University in writing compound sentences in the simple present tense. They are omission error, addition error, misformation error, and misordering error. The total frequency of omission error that the researcher found was 338 (21.30%), the total frequency of addition error was 101 (6.36%), the total frequency of misformation error was 1.064 (67.04%), and the total frequency of misordering error was 84 (5.29%). Among the four types of error, misformation of error is

the highest error made by the students in writing compound sentences in the Simple Present Tense. It means, the students often made misformation errors in writing compound sentences in the Simple Present Tense.

3. There were nine types of omission error made by the second year students of the English Department of Bung Hatta University in writing compound sentences in the Simple Present Tense. They were omission of pronoun (3.25%), omission of conjunction (6.21%), omission of be (to be) (24.56%), omission of verb (19.38%), omission of plural form (22.19%), omission of preposition (0.59%), omission of article (19.53%), omission of noun (1.78%), omission of to (infinitive) (2.51%). Among the nine types of omission error, the omission of -be is the highest error made by the students. It means, the students often made this kind of error in writing compound sentences in the Simple Present Tense.
4. There were seven types of addition error made by the second year students of English Department of Bung Hatta University in writing compound sentences in the Simple Present Tense. They were addition of pronoun (2.97%), addition of conjunction (3.96%), addition of be (to be) (25.74%), addition of verb (1.98%), addition of plural form (30.20%), addition of preposition (0.99%),

addition of article (34.16%). Among the seven types of addition error, the addition of plural form is the highest error made by the students. It means, the students often made this kind of error in writing compound sentences in the Simple Present Tense.

5. There were seven types of misformation error made by the second year students of the English Department of Bung Hatta University in writing compound sentences in the Simple Present Tense. They were misformation of pronoun (8.27%), misformation of conjunction (21.15%), misformation of be (to be) (1.13%), misformation of verb (49.91%), misformation of plural form (0.66%), misformation of preposition (8.36%), misformation of article (8.98%). Among the seven types of misformation error, the misformation of verb is the highest error made by the students. In other word, the students often made this error in writing compound sentences in the Simple Present Tense.
6. There were three types of misordering error made by the second year students of the English Department in writing compound sentences in the Simple Present Tense. They were misordering of pronoun (34.52%), misordering of conjunction (22.62%), misordering of noun (42.86%). Among the three types of misordering error, the misordering of noun is the highest error

made by the students. In means, the students often made this error in writing compound sentences in the Simple Present Tense.

## **5.2 SUGGESTIONS**

Based on the conclusions above, the researcher gives suggestions for students, teachers/lectures, and the next researcher as follows:

1. The researcher suggests the students increase the errors in writing compound sentences in the Simple Present Tense. The students can improve their knowledge about grammar and the material about writing compound sentences in the Simple Present Tense. Therefore, they can avoid themselves in making error especially in writing compound sentences in the Simple Present Tense.
2. The researcher suggests the teachers/lectures help the students in increasing the student's error in writing compound sentences in the Simple Present Tense. The teachers/lectures are also expected to find teaching strategies how to increase the errors made by the students in writing compound sentences in the Simple Present Tense.
3. The researcher suggests for the next researcher to conduct a study about the factors that make the students make errors in writing compound sentences in the Simple Present Tense.

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