

CHAPTER V

CLOSURE

A. Conclusion

Based on the data in the previous chapter, there were 33 students' writing texts from 4th semester students of English Department of UIN Antasari Banjarmasin. There are 24 writing texts which contained errors and only 9 writing texts contained no errors. The researcher used Surface Strategy Taxonomy theory by Dulay to describe the types of error. From the students' writing texts, the researcher got four types of errors which are omission, addition, misformation and misordering. The researcher would like to draw a conclusion that she found 77 errors, which are 20 errors of omission, 17 errors of addition, 33 errors of misformation and 7 errors of misordering.

In the other hand, after the researcher classified the types of error, she also analyzed the causes of error. The causes of errors can be divided into interlingual transfer and intralingual transfer. Based on the data in the previous chapter, there are 27 cases which caused by interlingual transfer and 50 cases which caused by intralingual transfer.

B. Suggestions

After conducting this research, the researcher would like to give suggestions for the lecturers and the students.

1. To the lecturer

Lecturers should be considerate and tell the students' error on their writing by underline the error that they made and ask the students to fix that error with correct grammar.

2. To the students

Students should improve their ability to write English texts. Improving the ability to write English texts is not only related to the Writing subject, but also requires with other related subjects such as Grammar and Vocabulary subject. Every student should apply the knowledge they have learned so that they can minimize or even make no errors in writing English texts.