

CHAPTER V

CLOSURE

A. Conclusion

Based on the analysis in the previous chapter, it can be concluded that the sixth semester students of English Department STKIP (PGRI) Banjarmasin had made many grammatical errors in argumentative essay writing.

Related to the statement of the problems, the writer can conclude that:

1. The types of errors in writing essay made by the sixth semester students of English Department at STKIP (PGRI) Banjarmasin were errors of omission, addition, misformation and misordering. From the result of the tabulation of error types, the highest proportion was placed by the errors of omission with frequency 82 times. Next, it was followed by the errors of addition with frequency 28 times. Then, it was followed by errors of misformation and the lowest proportion misordering with same frequency 12 times.
2. The causes of errors in writing essay made by the sixth semester students of English Department at STKIP (PGRI) Banjarmasin were over generalization, ignorance of the rule restriction, incomplete application of rule, and false hypothesized. From the result of the tabulation of the causes of errors, the highest proportion was placed by false hypothesized. The

next was placed by the causes of errors of over generalization. Then, it was followed by the causes of errors of incomplete application rule. The lowest proportion was placed by the causes of errors of ignorance of the rule restriction. In addition, based on the students' interview and result of written assignment, the causes of errors in writing essay were that the students were still confused about the English grammar which are more complicated than Indonesian because of different concepts of language grammar. The students did not know English grammar well in writing composition.

B. Suggestions

Based on the result of the research, the writer would like to give some suggestions to both the lecturers and the students as follows:

1. The lecturers should pay more attention to the students' difficulties in grammar usage that related to writing an essay.
2. This research can be as a feedback for the lecturers. They should know the students' difficulties, choosing appropriate methods or techniques in teaching. So, they can decrease students' difficulties.
3. The lecturers should give motivation to the students in order to generate their desire in learning.
4. The students should pay more attention to English structure by practicing a lot or discussing with their partners in order to have good English structure and good capability in writing as well.

5. The students should learn more from their errors. By knowing their weakness, the students became aware not to make the errors again.
6. The students should realize that the mastery of grammar including ommision, addition, misformation, misordering and tenses of the target language will support the mastery of the language itself to have the better competence of it.

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