

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the explanation in the previous chapter, this chapter was carried out to analyze and classify the types of students' error in elliptical constructions, the error collected was classified based on Corder's theory. The researcher concluded the types of error were made by the students of the second grade year IPS 1 of SMA N 1 Cileles that *selection* was the error which most frequently produced by the students. It took 36% of the total errors. Moreover, 27% errors fell into error of *selection and omission*, this error is the combination of two errors where the students incorrect to select the element of structure in elliptical construction and also omit in the sentence, so the researcher conclude that is the new error made by the students. Next, 26% errors fell into error of *omission* and the 6% errors for addition; whereas, for *ordering* only took 5%.

After analyzing the source of the error from each various kind of errors, the researcher found that the most frequently source is ignorance of rule restriction with a total of 52% and the lowest is false concepts hypothesized with percentage 3%. From the result above, the researcher can conclude that most of students ignore the rule of structure in elliptical construction; the students were confused how to select the appropriate auxiliary for two equal sentences and contradictive sentence.

B. Suggestion

Based on the conclusion of the research some suggestion related to the result of the research are presented. It could improve the teaching and learning process. Here are some suggestion that hopefully can be applied in teaching and learning process.

1. The teacher should pay more attention on their study grammar, especially how to use the auxiliary and some pattern in elliptical constructions.
2. The teacher should give more exercises in applying elliptical construction not only give the theory about it. Because, the

students can learn by their errors when differentiate the use of auxiliary or elliptical connector.

3. The teacher should make some interesting media to teach them like using video. As we know that video allowed integration of text, graphics, audio, and motion. That's why the students more understand when the teacher explain the subject.
4. The next researcher can continue this research in the future, it is suggested to other researcher to carry out to further studies about the analysis of error.