CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is aimed to provide the final result of the research which had drawn through data analysis and discussion by the researcher. It covers the conclusion and suggestion for the readers.

A. Conclusion

Based on the data which are collected and analyzed by the researcher, it could be drawn conclusion as mentioned:

1. In each type of text, it shows that the comma error occurred in different places. Firstly, in invitation card, the most comma error occurred between parts of dates and after the year. Secondly, in narrative text, the most comma error occurred in the use of comma for clarity. Thirdly, in descriptive text, the most comma error occurred around the non-restrictive elements. They answer the first research question in this study: "In what category comma error mostly occurs in students' writing?"
2. Generally, there are a number of reasons on making error. It is what happened to the students. The comma error occurred mostly in students' writing because of 6 different factors, they are the unimportance use of comma, the low comprehension about English, the unawareness of comma placement, the distraction things (grammar/structure) grabbed the students' attention from

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comma, the unknown placement of the correct comma, and the untold material by the teacher. The factor written by the amount of huge number of students than the other factors is the last factor mentioned. In addition, it is empowered by the teacher's statement through the interview that the teacher, indeed, tends to skip the punctuation, including comma to be taught to the students and conveys it when the material of the lesson dealsa lot with punctuation. Thus, it answers the second research question: "What are factors driving students to put comma incorrectly?"

B. Suggestion

By this study, it is expected to be beneficial for the sake of quality improvement of the language teaching and learning. Those benefits are mainly addressed to teachers and further researchers as follows:

1. Teachers

   This study gives teachers a detailed description about the students' error in using commas. Through the research findings had been discussed (see Chapter IV), it was found a number of errors in putting commas into the correct place in each type of text. Teaching writing skill in English to students is not merely about vocabularies, grammar/structure, or the sentence itself, but also dealt with punctuation. Even if it is simple, it may damage students' ability in writing paragraphs when it is not comprehended well by student. So, teachers should start

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re-teaching about punctuation in-depth and emphasize the use of comma in paragraphs to students and stop skipping this basic material within lesson.

2. Further Researchers

This study is also intended to give suggestion for further researchers who are going to discuss the similar topic. The way to overcome the students' problems in the case of giving punctuation, moreover the commas, for instance, has not been included in this study. The researcher is aware enough of the imperfection of the study, so that it is expected for further researchers to be able to implement a number of significant techniques to cope with that problem to get the better research result completing the previous study which was undertaken by the researcher.

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