

## CHAPTER VI

### CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion based on the research.

#### A. Conclusion

The research showed that the first semester students of English department of IAIN Tulungagung academic year 2014/2015 made various kinds of errors. The errors were categorized into error of omission, addition, misformation and misordering. The students made the total of 270 errors.

The most type of errors which appeared in the students' writing was error of misformation. Error of misformation was the most occurred with 110 occurrences. The students made error in forming the words they used in language. In the students writing, the researcher found some aspects of grammatical error. Those were misformation of *conjunction, to-infinitive, pronoun, noun, preposition, to be, tense, gerund, possessive pronoun, verb, verb after modal, adjective, passive construction and ordinal number*.

The next type of errors most occurred was omission. This kind of error means that students did not put any morphemes which should be appeared in a well-structured language. The error of omission was found 106 times. Errors of omission found in the students' writing consisted of omission of *plural maker, 3<sup>rd</sup> person singular verb, to be in nominal sentence, preposition, subject, object, article, conjunction, noun, subordinator, possessive marker, and determiner*.

The third type of error made by first semester students of English department of IAIN Tulungagung was error of addition. The students should not have put any additional morpheme or morphemes in their writing. There were 45 errors of addition. The aspects of grammatical error in addition error were *to be*, *preposition*, *adverb*, *article*, *modal noun*, *plural marker*, *subordinator* and *pronoun*.

Misorder was the last type of errors found in the students' writing. It referred to any incorrect placement of a morpheme or morphemes, both in phrase and sentence. This disorder error consisted of disorder of *verb*, *noun phrase*, *to be*, *subject* and *noun clause* which the total was 9.

The sources of the errors were uncovered and it was found that ignorance of rule restriction was the most sources of errors. There were 119 errors which came from that source. Incomplete application of rules was the next source of the errors with 95 occurrences, which was followed by overgeneralization with 40 occurrences and false concept hypothesis with 16 occurrences.

## **B. Suggestion**

The researcher gave suggestions to:

### **1. Students**

Especially first semester students of IAIN Tulungagung, now have known grammar errors they made. They should learn from their errors and not to do the same again. The students should pay attention on the errors and if necessary look for more information or explanation from teachers/lecturer or reviewing related books.

### **2. English lecturer**

Lecturer can give more exercise to the students toward their errors. The treatment or exercise can be made as a focus of developing students' grammar proficiency weakness which can be seen by reviewing the tabulation of the grammatical errors. The weakest aspect of their grammar proficiency can be indicated by the aspects of grammar error which occur the most. Table 4.1 may be helpful to indicate the point.

### **3. future researchers**

Since the thesis of error analysis of writing in IAIN Tulungagung was many enough, it would be better for them to analyze error of speaking since it was rarely conducted.