

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter the researcher wants to present the conclusion of the result of research that has been discussed in the previous chapter. In this chapter, the researcher also wants to give suggestion for English teacher, students and other researcher.

A. Conclusion

The types of errors are made by second graders students of SMP Negeri 2 Gondang Tulungagung in speaking can be divided into errors of omission, errors of addition, and errors of misformation. The students made the total of 80 errors in their speaking.

The most type of error which appeared in speaking was the error of omission. Based on the data that has been identified by the researcher, the error of omission happens 58 times or 73,4% of all identified errors. Error of omission is the kind of error that is indicated by the absence of items that must be appeared in well-formed sentence. The second highest grammatical errors are the errors of misformation. Misformation is the error that is indicated by wrong form of the morpheme or structure. Misformation error happens 13 times or 16,4% of all identified errors. The least grammatical errors made by the students in speaking are the errors of addition. Addition is the error that indicated by the presence of item that mustn't appear in well-formed sentence. It happens 8 times or 10% of all identified errors.

However, there are top five aspects of grammar error that often produced by students in their speaking. The top five aspects of grammar errors are made by students are

omission of *be* (21 occurrences), omission of plural marker (16 occurrences), omission of article (8 occurrences), omission of gerund marker (7 occurrences), and misformation of *be* (6 occurrences).

In addition, based on the data that has been identified and analyzed by researcher, the factors that can cause the students making grammatical errors in speaking can be interlingual and intralingual error factor. Interlingual language error factor is the error that happens because of the interference of mother tongue. Meanwhile, the intralingual errors factor is the error that happens because of the target language itself.

B. Suggestion

Considering the conclusion above some suggestions are presented in this part. As discussed in the previous chapter, this study will hopefully contribute teachers, students and other researcher.

1. For Teacher

The result of this research gives view that students make many errors in the area of grammar in their speaking. The aspects of grammar errors are also various. By knowing this result of the research teachers are expected to give concern to the teaching of grammar. Teachers have to teach grammar step by step and understandably. Errors of omission are the highest types of error with omission of *be* is the highest aspects of grammar error. It means students often omit such items that are need in the sentence. Teachers should emphasize to explain the use of each grammar aspects in speaking. The errors made by the students can be reduced by using certain ways. For example, it can be done by providing the students with appropriate grammar works based on the errors they made, in order to

make the students aware of their errors, and to help them improve their speaking ability. The explanation and feedback about the error is important to do by the teachers after teachers know the lacking aspect of their students.

2. For Students

Students as a learner should be aware the important grammar in English as second language. Students have to learn more about grammar structures inside and outside regular class in their school. In addition, students have to practice to apply grammar structures that have been learned in speaking activity. However, when they got problem they can ask to the teacher, other friends or reviewing the books. Because the more they practice, the more skillful they will be. Besides that, after knowing the errors that often made, students are expected to learn from their errors and do not to do it again when speaking. They must pay attention to the errors and looking for problem solving by reviewing book, internet, asking to teacher or others sources.

3. For Other Researches

For other researcher is suggested to use better method to collect data and use better data presentation in presenting the findings. This research investigated the grammatical error in students' speaking, for other researcher it is suggested to investigate other aspect in students' speaking not only in the grammar aspects.