

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusions

Based on the data analysis, the researcher draws the conclusions as follows:

1. The types of spoken grammatical errors are divided into four types, there are omission, addition, misformation and misordering. This research found that the most dominant one refers to misformation in speaking English while omission is denoted as the dominant one in speaking Arabic language.
2. There are two sources of why spoken grammatical errors realized by students in bilingual program namely intralingual and interlingual. It is found that in part of interlingual, the students not only are influenced by their first language but also their second language it refers to students' second language in the grammatical errors. Then, interlingual is seen as the condition that our first language influenced our target language. in contrast, it is not only the influencing of our first language but also our second language in order to say that students' Arabic background competence.
3. There are five causes in term of reason in in occurring spoken grammatical errors. There are language transfer, overgeneralization, strategies language communication, transfer of training and strategies language learning. The dominant one relates to the language transfer. This issue covers how the students imitated their native language into the target language. It seems to be problematic when the students have the lack knowledge since they view all languages in the

similar structure. In addition, another reasons of grammatical errors are foun here is related to the the students' habitual communication.

## **5.2. Suggestions**

In relation to the conclusions, suggestions are formed as follows:

1. The researcher suggested to conduct the next study of grammatical errors in distinguished condition with the scope in different language skills to find out whether the types of grammatical errors represented are different.
2. The researcher suggested to another researcher who are going to conduct the further research in the related topic to be aware to the context of spoken language use being analyzed because the ability to speak in English grammatically is always affected by the number of the language they learn.
3. It is suggested that other researchers who want to analyze grammatical errors in bilingual program should make further researchers on this or related field to enrich the theory of bilingualism.