CHAPTER V

CONCLUSIONS AND SUGGESTION

5.1 Conclusions

After analyzing the data, the researchers draws the conclusions as follows:

1. There were 9 types of grammatical errors errors found in students' utterances, they were errors of basic verb, adverb, adjective, verb, number, preposition, pronoun and omission of verb.
2. The most dominant one was the errors of word order, the second one was basic verb errors. Some other grammatical errors wrere also made by students but not in significant number, they were; adverb, adjective, verb, number, pronouns, preposition and omission of verbs.
3. The four types of grammatical errors based on the way they occured; misformation, misordering, addition and ommision were found in students' utterances. The most dominant problem was about misformation. The errors of misformation included some parts they were misforming the use of preposition, adjective, noun, verb and adverb. The second most error was misordering. Some errors were made by misplacing the position of adjective and noun in a noun phrase. The third one was addition. It included the addition of unnecessary words and suffix-s. The last one was omission that included the omission of necessary verbs and auxiliary verbs. Intralinguar transfer was the most dominant cause of the grammatical errors. In intralinguar transfer, the knowledge abou how to use the correct form of adjective, adverb, preposition and verb became the significant problems. The second most dominant cause

was interlingual. In interlingual transfer, students created sentences as they do in their native language, especially about the way to create noun phrase. Some of them put the adjective after the noun. The least dominant cause was context of learning. The learning situation did not significantly affect students grammatical errors when they presented the materials given by the lecturer.

5.2. Suggestions

With reference to the conlusions, suggestions are formed as follows:

1. The researcher suggested to do the next analysis of grammatical errors in different teaching and learning situation with the focus on different language skills to find out whether the types of grammatical errors represented are different.
2. The researcher found the reasons of the grammatical errors occurence in the oral presentation, namely; interlingual transfer, intralngual transfer and communication strategies. By considering it, the researcher suggested to another researcher who are going to conduct the further research on 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 context or situation. .
3. It is suggested that other researchers who want to analyze grammatical errors, should make further researchers on this or related field to enrich the theory of speech acts.