

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions and suggestions based on the research findings and discussions.

A. Conclusion

This research was conducted to carry out the research problems and to answer the research objectives. Therefore, the researcher conducted the research to know kind of grammatical errors made by the first year students of IAIN Tulungagung, the highest and the lowest error frequency, and the possible causes of those errors.

1. Kind of grammatical errors found in narrative

The research findings showed that the first year students of IAIN Tulungagung made various kinds of grammatical errors. The researcher found two hundred and sixty five (265) grammatical errors. Those were categorized into errors in using verb groups (103), errors in subject-verb agreements (36), errors in the use of articles (12), errors in the use of prepositions (34), errors in pluralization (20), errors in the use of pronouns (25), errors in the use of conjunctions (31), and errors in the use of adverbs (4).

2. The highest and the lowest error of frequency

There were eight types of grammatical errors in college students' narrative. Based on the percentage, the error in using verb groups was 38.86%, and it was categorized as the highest error. In addition, the lowest error was the use of adverb, and its percentage was 1.50%. In other words, the use of verb groups was considered as the most difficult part of grammatical rules. Thus, it needed to improve as soon as possible. However, both students and lecturer should not ignore the other grammatical errors occurred in the students' narrative because those were needed to improve well.

3. The possible causes of errors

Based on the findings, the researcher concluded that the college students found some difficulties in grammar use. It was indicated by the grammatical errors occurred in their narrative. In addition, the use of verb groups was classified as the most difficult grammatical rules.

Based on the interview data, the sources of those errors were classified into context learning, communication strategy, interlingua transfer, and intralingua transfer.

Based on context learning area, the college students said that they needed more guidance and reinforcement after their lecturers taught grammar and writing because they were confused to use the correct grammar in writing. In addition, the class environment was not supported

because only few students that discussed the material after the class ended, and the other seemed lazy to make discussion

Based on the communication strategy area, prefabricated caused the students' error. It means that the students made errors because they did not use the grammatical rules although they were familiar about the rules.

Based on the interlingua transfer, some of college students had bad vocabulary achievement so that their narratives were not able to presented clearly.

Based on intralingua transfer, few of college students did not know the rules of grammar, so they were not able to use it correctly in sentences.

B. Suggestions

On the basis of the conclusion, the researcher provided the suggestions to the lecturers, the college students, and the other researchers.

1. The Lecturers

The lecturers should try hard to make college students having good achievement in learning English particularly grammar and writing. In addition, they should aware that they have an important role in the students' English learning so that their guidance was truly needed.

2. The College Students

The college students should have a good motivation to learn English especially grammar and writing. They also have to participate well in the class so that their skills improve maximally.

3. Other Researchers

The researcher realizes that there are many weaknesses in this research. However, the researcher still expects that the other researchers can use this research as a reference to conduct the further research.