

## CHAPTER 5 CONCLUSION AND SUGGESTION

This final chapter presents the conclusion of the study and offers several suggestions. It also discusses directions for future research.

### **Conclusion**

The main goal of the current study was to determine types of the grammatical errors the students made in writing their personal narrative essays and their sources. The following conclusions can be drawn from the present study:

1. The grammatical errors made in the students' personal narrative essays included errors in (a) verb form or tense, 50%, (b) shift in tense, 15%, (c) plurality of nouns, 7%, (d) articles, 7%, (e) adjectives or adverbs, 6%, (f) prepositions, 6%, (g) sentence construction, 4%, (h) subject-verb agreement, 3%, (i) possessive pronoun and contraction, 1%, (j) sentence coordination, 0.7%, (k) fused sentence, 0.2%, and (l), pronoun reference, 0.1%.
2. The sources of the above-mentioned grammatical errors included (a) interference from the students' native language, 15% (b) intralingual and developmental factors, 80% (c) communication strategies, 3%, and (d) context of learning, 2%. The errors caused by interference from the students' L1 included errors in phonology/orthography (1%), morphology (1%), grammar (7.5%), lexico-semantic (4.5%) and style (1%). The errors were also attributed by interlingual or developmental factors, such as overgeneralization (3%), ignorance of rule restrictions (26), false analogy (1%), hyperextension (1%), hypercorrection (44%), and faulty categorization (5%). The communication strategies causing the errors included paraphrasing (.7%), substitution (.8%), words coinage (.7%), and language switch (.8%) The last source was context of learning which was caused by the teacher, teaching materials, or the order of presentation.

The errors suggest that the students have not yet fully mastered the rules of the English language they had learnt. The errors are inevitable in any learning situation, which requires creativity such as in learning a second or foreign language such as English in this instance, in particular in the students' narrative writing. The errors

show that the students still have a lot of problems related to grammar in their attempt to express the intended meaning in English.

In conclusion, the errors made by the students in this study can be summarized below. First, errors that reflect the rules or forms might be caused by several factors:

1. They still had limited mastery in the target language, i.e. English.
2. They consciously used strategy of word-for-word translation. They switched into their native language and translated the identical forms English.
3. They tried to reduce their learning burden by relying themselves to what they had already known, i.e. their native language,
4. They used over extension of analogy but they misused vocabulary items which share semantic feature.
5. It was obvious that the students' linguistic knowledge of the target language, i.e. English was insufficient
6. The acquired English vocabulary and grammatical rules were quite limited;
7. In coping with the inherent complexity of the target language (English), they relied on what they had already known about the language (overgeneralization);
8. They incompletely applied the rules of English they had already mastered;
9. They were careless especially when writing long and complex sentences; and
10. They seemed to be forced to express meanings beyond their linguistic knowledge.

These findings provide an important source of information about the students' knowledge of English that shows what they still have to learn and which have caused them learning problems. The teachers should develop more materials aimed at facilitating the English learning. Regarding the students' native language interference, the teachers should include the comparison of native and foreign language and culture since the students based their English learning (L2) on the grounds of the previous one, i.e. Indonesian (L1).

### **Suggestions**

The types of the grammatical errors and their sources or causes provide insights into the students' learning strategies in writing their narrative essays. Eventually, this can contribute to ongoing developments and documentations of learner's profiles and the appreciation and evaluation of discourse and linguistic practices that are reflected in the written compositions of the students. They also

provide insights how English can be more effectively used and learned and how the existing teaching methods of teaching and learning can be improved.

Regarding the grammatical errors made by the students, there are a number of important changes which need to be made. Thus the findings offer the following suggestions:

1. To improve the students' grammar mastery, the teachers should conduct a diagnostic teaching to identify the causes affecting the student abilities and prescribe requisite learning activities. The teachers may employ direct instruction and individualized practice in teaching grammar. For the direct instruction, the teachers may use student and literary examples as texts, simple sentence diagramming, sentence combining, error analysis, sentence manipulation, and sentence dictation activities. For the individualized practice, the students may do remedial grammar worksheets containing the parts of a sentence, the function of these parts (such as the parts of speech), the arrangement of words with the sentence, and word choice. Also, the students may have guided practice to help them the grammar skills and rules they have not mastered and to have their self-correction.
2. After the students have retained the grammar skills and rules, they may apply in the context of authentic writing, not in isolation, in particular their own narrative writing.

Finally, errors could therefore be analyzed to provide useful feedback in helping L2 learners acquire a certain level of linguistic or grammatical competence in the L2. At the same time, studying learner errors involves approaching learning more closely. This would enable teachers to promote appropriate teaching for their students. It is by understanding the nature of the students' language that the teachers can better explain it and handle it. Teaching an L2 demands an effort of continuous search, but it is such a passionate task that all efforts are worth it.

### **Recommendation for further research**

It is recommended that further research be undertaken in the following areas:

1. Since many errors in tense usage are found in this study, especially in verb forms, it would be beneficial to conduct more research in these areas to find out more about the students' English writing.

2. Some future studies must consider more accurate and more varied data elicitation techniques, increased number of data and more precise categorization of errors for more generalizability and refinement of the findings. It was observed that some errors can be diagnosed with two or more causes requiring not just the evaluation of the linguistic context but also the pragmatic context of the errors.

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