

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter will be divided into two parts. They are the conclusion and suggestion for readers and the next researchers. In the conclusion, it includes the summary based on the findings that have been discussed in the previous chapter. Then, in the next part the researcher will compile the suggestion related to this research.

5.1 Conclusion

This research investigated the grammatical errors made by the Tenth Grade students of MAN Binjai, including natural science and social science students. Then, after the researcher has analyzed the data, it could be concluded into three points.

Firstly, the common type of grammatical errors made by natural science and social science students are omission. It is the types of error when the writers omitted the important aspect must exist in an utterance. The data showed that both of them got 44% of errors in omission, with natural science students made 24 cases and social science students made 27 cases of errors in omission. The kinds of omission found in their writing are; the disappearance of a letter in a word, the omitted of auxiliary verb, determiner, and even the subject in a sentence. Then, the second rank of grammatical error types made by both of the students is misformation. In this errors, mostly the students could not recognized the subject and the auxiliary verbs, this type of errors was influenced by interlingua interference, it is when they did not know the rules in the target language. The third rank was placed by “addition”, in this type of errors, the students added unimportant things in an utterance, mostly in the spelling of words. Last, the fewest types of grammatical errors in their descriptive essay writing is misordering, it occurred when the students did not know how to make the correct form in English. It caused by the interlingua interference, where they still use their mother tongue in compiling a sentence.

Secondly, the researcher found that social science students made fewer errors in writing descriptive text than natural science students. It could be seen on the percentages that have been calculated from all of the errors in their writing. It showed that natural science students got 53% and social science students got 47%, it means there is no huge difference of grammatical errors between natural science and social science students.

Thirdly, in line with the finding of grammatical errors made by Tenth Grade students of MAN Binjai, it could be concluded that there are three causes of errors, including; first language interference is a condition when the students still influenced by the grammar in their mother tongue, they still difficult to differentiate between singular and plural and omitted auxiliary verbs, followed by carelessness that was characterized by there are numerous of omission in the word spelling, and the last is translation where the students still translated the sentence using literal technique.

5.2 Suggestion

According to the finding of this research, thus the researcher would like to give several suggestions related to this research.

1. The teachers should pay more attention on students' writing, specifically on the grammar. In order to know the problem faced by the students. In addition, it would be better if the teacher apply interesting of learning method to increase students' motivation to practice their writing
2. The students should learn more about the differences of grammatical between the source language and the target language. Then, before they collect their writing to the teacher, they should re-check their writing in order to make sure it is coherent and grammatically correct.

The results of this study could not be generalized to the other Tenth Grade of students in another *Madrasah Aliyah* or Senior High School. Thus, for the other researchers, this research need more further research in exploring and analyzing different proficiencies of students' grammatical errors.