

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

The primary objective of this study is to identify the most frequent grammatical errors students make when writing English text and to explain the reasons why these errors occur in their English writing. 15 students from SMK Negeri 1 Hulu Gurung, Kapuas Hulu, who are second-graders participated in the data gathering process. The researcher used an interview and a writing test to gather the data, which then were analyzed by qualitative approach. According to Ellis and Barkhuizen's (2005:61) theory, there are four categories of grammatical errors: addition, omission, misordering (ordering), and misinformation (selection). Other than that, the theory of Richards (1997: 3–18) that categorizes the causes of errors into two main groups (i.e., interlingual errors and intralingual errors) is the foundation theory for the categorization of error causes. While the data from the interview concentrated on the causes of errors from the perspective of the students, the data from the writing test provides the most frequent types of errors as well as the incorrect grammatical features made by students in writing.

One of the main findings in this research is that students inaccurately added 22 grammar units to sentences and omitted 44 grammatical features that were required to be there, such as punctuation and articles. The misordering type of error is the least common one that students make in their English writing, occurring only 9 times of the total errors. Some students think that writing in Bahasa Indonesian influences their English, and some have even utilized Google Translate to assist with English sentence construction. Because of the evident structural differences between Bahasa Indonesia and English, a student did not believe that it had any influence on their writing. This is in line with a study by Murtiana (2019) that grammatical errors are caused more by first language interference than learners' grammatical knowledge of the target language.

B. Suggestions

Based on the finding of this study, the researcher would like to make some suggestions to English teachers and students in their English learning. The researcher hopes that these suggestions can be applied and reduce the probability of grammatical errors to occur in students' writing.

1. Suggestions for English Teacher

One of the most common strategies to help English teacher improve the students' grammatical knowledge is to provide a sequence of learning activities to encourage students learning grammar by concepts. Teaching grammar with authentic writing equipping language context in L1 can also be an option since in this research, it was found that L1 may cause students to make grammatical errors in writing. Other than that, focusing on the usage over terminology can also helps students to develop grammatical instinct and reduce the influence of intralingual errors, such as overgeneralization. On top of that, teaching and assessing one skill at a time, as well as scaffolding learning through practice and application are also found very useful in learning English grammar, especially in writing.

2. Suggestions for Students

The results of this study also provide more insight to students so that it can make it easier for them to improve their English writing skills with fewer grammatical errors. Due to the first language interference, it can be suggested for the students to improve their exposure to English language. This is believed to encourage familiarity of students to English grammatical structure as well as collocation. The exposure can be from reading English content on social media or listening to English songs. These two examples of activities can help students learn the language in a natural way without having to focus on the theoretical aspects.