

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter the writer presents the conclusion and the suggestion of the study. The conclusion and the suggestion are presented below.

#### **5.1 Conclusion**

Based on the problem statement, objective of the study, and the result of the data analysis, the writer would like to make some conclusions. They are stated below:

- a. The type of grammatical errors encountered by the Sixth Semester Students English Study Program of Widya Mandira Catholic University Kupang, are in four types of errors: omission 25(56.81)), misformation 13(29.54), addition 5(11.36), and misordering 1 (2.27).
- b. The most common errors made by the Sixth Semester Students English Study Program of Widya Mandira Catholic University Kupang, is omission and the least is misordering 1(2.27)

#### **5.2 Suggestion**

At the end of this paper, after knowing the result of this research, the researcher would like to conclude some suggestions:

1. To the researcher

The researcher is a prospective teacher in preparing herself to become a teacher in the future. Seeing the result of the research above, the researcher was motivated to study hard about grammatical errors.

2. To the students

The students have to learn a lot about grammar especially in tenses, verb, noun, adjective, conjunction, preposition, suffix and article.

## BIBLIOGRAPHY

- Argawati, N. O., & Suryani, L. (2017). Teaching writing using think-pair-share viewed from students' level of risk-taking. *English Review: Journal of English Education*, 6(1), 109–116. <https://doi.org/10.25134/erjee.v6i1.776>
- Elisabet, & Apriliawati, Rahayu Suhartono, L. (2005). Teaching reading comprehension of descriptive text through PQRSST technique based on whole language approach. *Understanding Literacy Development: A Global View*, 1–10. <https://doi.org/10.4324/9781410613332>
- Heryanti, R., Sucipto, M. H., & Makmur, M. (2017). The analysis of common grammatical errors in writing narrative essay of English study program students at Jambi university. *Edukasi: Jurnal Pendidikan Dan Pengajaran*, 4(2), 83–92. <https://doi.org/10.19109/ejpp.v4i2.1674>
- Ilmikiyah, I. (2016). *An error analysis of students' personal writing recount text at the eight grade students of mt.* 1–62. <http://repository.syekhnurjati.ac.id/2666/>
- Irnawati, D., Saputri, E. R., & Bili, L. L. (2020). An analysis of students' grammatical errors in writing descriptive text by using picture of 7th-grade SMPN 05 Tamansari. *Scope: Journal of English Language Teaching*, 5(1), 28–30. <http://dx.doi.org/10.30998/scope.v5i1.6628>
- Kumala, B. P., Aimah, S., & Ifadah, M. (2018). An analysis of grammatical errors on students' writing. *English Language and Literature International Conference*, 2(1), 144–149. <https://doi.org/10.23971/jefl.v5i2.368>
- Liasari, D. T., Sutarsyah, C., & Sudirman. (n.d.). *An analysis of students' grammatical errors in writing report text.* 1–10. <https://media.neliti.com/media/publications/193871-EN-an-analysis-of-students-grammatical-erro.pdf>
- Ma'mun, N. (2016). The grammatical errors on the paragraph writings. *Vision: Journal for Language and Foreign Language Learning*, 5(1), 95–131. <https://doi.org/10.21580/vjv5i1862>
- Nayibe Rosado Mendinueta, K. C. (2014). Taiwanese graduate students' voices on language anxiety over writing academic paper. *Journal of Language Teaching and Research*, 5(6), 1220–1434. <http://www.academypublication.com/ojs/index.php/jltr/article/view/jltr060612571268/452%0Ahttps://www.mendeley.com/catalogue/dca028ce-4a98-36be-97c1-dcd6d6336f5b/>
- Noprianto, E. (2017). Student's descriptive text writing in SFL perspectives. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 2(1), 65–81. <https://doi.org/10.21093/ijeltal.v2i1.53>
- Nurlaila, P. A. (2013). The use of mind mapping technique in writing descriptive text. *Journal of English and Education*, 1(2), 9–15. [ejournal.upi.edu](http://ejournal.upi.edu)
- Oshima, A., Hogue, A., & Oshima, A. (2007). *Introduction to academic English* (Third Edition). (Oshima et al., 2007)
- Phuket, P. R. N. (2015). Understanding EFL students' errors in writing. *Journal of Educational and Practice*, 6(32), 99–106.

<https://doi.org/10.31436/ijes.v5i2.195>

- Pratiwi, R., Aulia, R. P., & Lilis, S. (2019). An error analysis on using personal pronouns in writing descriptive text. *Professional Journal of English Education*, 2(5), 608–615. <https://doi.org/10.22460/project.v2i5.p608-615>
- Qamariah, H., Sri Wahyuni, & Meliana. (2020). An analysis of students' grammatical errors in writing english text in the second grade students of Smk-Smti Banda Aceh. *Getsempena English Education Journal*, 7(1), 58–71. <https://doi.org/10.46244/geej.v7i1.1041>
- Ramli, D. (2013). An analysis on students' errors in writing recount eext. *Journal of Education & Social Sciences*, 1, 1–9. <https://media.neliti.com/media/publications/214355-an-analysis-on-the-students-error-in-wri.pdf>
- Ratnaningsih, S., & Azizah. (2019). Error analysis in the descriptive text writing of vocational high school students. *Dinamika Ilmu*, 19(1), 175–186. <https://doi.org/10.21093/di.v19i1.1364>
- Royani, S. A., & Sadiyah, S. (2019). An analysis of grammatical errors in students' writing descriptive text. *PROJECT (Professional Journal of English Education)*, 2(6), 764–770. <https://doi.org/10.22460/project.v2i6.p764-770>
- Suhono. (2016). *Surface strategy taxonomy on the EFL students' composition: a study of error analysis*. 1(2). [https://www.researchgate.net/publication/319309782\\_SURFACE\\_STRATEGY\\_TAXONOMY\\_ON\\_THE\\_EFL\\_STUDENTS%27\\_COMPOSITION\\_A\\_STUDY\\_OF\\_ERROR\\_ANALYSIS](https://www.researchgate.net/publication/319309782_SURFACE_STRATEGY_TAXONOMY_ON_THE_EFL_STUDENTS%27_COMPOSITION_A_STUDY_OF_ERROR_ANALYSIS)
- Wirasini, Y., & Lubis, S. (2019). The effect of using rountable technique on student's writing skill in arranging sentences. *KnE Social Sciences*, 840–850. <https://doi.org/10.18502/kss.v3i19.4909>