CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the writer would like to present some conclusions and suggestions dealing with the result of data analysis as have been discussed in chapter four.

5.1 Conclusion

Based on the data analysis presented in the previous chapter, the writer comes to the conclusion as the following:

1. The eleventh grade students of SMA Negeri 6 Kupang committed the grammatical errors in speaking

2. The common grammatical errors in speaking made by the eleventh grade students of SMA Negeri 6 Kupang is addition (47.22%).

5.2 Suggestion

Based on the result of the data analysis of this study, basically the students are able to speak English but, they still committed so many errors dealing with grammar and vocabulary. Therefore, the writer would like to give some suggestions dealing with the findings:

1. The English teachers should pay more attention on the students' grammatical errors by providing practices on grammatical aspects particularly tenses, verb, noun, conjunction, adjectives and preposition.

2. The students should learn more on how to speak English focusing on the grammatical aspects regarding tenses, verb, noun, adjectives and preposition.

BIBLIOGRAPHY

Allwright, D. & Baily, K.M. (1991). *Focus on the Language Classroom*. Oxford: Oxford University Press.

Bryant, Williams H. (1984). Typical Errors I English Made by Japanese ESL Students. Journal,6,1-18.

Coffin, Caroline (2003). Spoken English and the question of grammar: the role or the functional model. In: Not set ed. New Perspective on English in the classroom. London, UK: Qualification and Curriculum Authority,pp. 14-18.

Corder, Spit. *Error Analysis and Intralingua.* (Oxford: Oxford University Press. 1981:)

Dulay, H. et al. 1982. *Language Two.* London: Oxford University Press

Ellis, Rod. 1985. Analyzing Teaching Behavior. M-A Addison, Reading. Wesley Publishing Company.

Hornby, A.S.1989. *Oxford Advanced Learner's Dictionary.* London: Oxford University Press

Hubbard, P. 1983. "Bridging the Gap Between Chaos and Coherence in ESL Composition." *CATESOL Occasional Papers*, 9.

Johnson, K.E. (1995). *Understanding Communication in Second Language Classroom*. Cambridge: Cambridge University Press.

Palardy, J. Michael.1975. *Teaching Today*. London: Collier Macmillan. Publishers

Rivers, Wilga M, (1987) *intractive language teacing*. New Jersey : Lawrence Erlbaum Associates,Publishers

Richards, J.C. & Lockhart, C. (1996). *Reflective Teaching in Second Language Teaching*

Tarigan, Henry Guntur. 1997. *Menyimak Sebagai Suatu Keterampilan Berbahasa*. Bandung. PT Angkasa Bandung.

Van Els, Theo et al. 1984. *Applied Linguistics and the Learning and Teaching of Foreign Languages*. New York: Chapman and Hall, Inc.

Van Els, T., Bongaerts, T., Extra, G., van Os, & C., Janssen-van Dieten, A. 1984: *Applied Linguistics and the Learning and Teaching of Foreign Languages.* London, Arnold.

Vernilia.R. Boymau: *Teacher Reaction to Student Spoken Error in theClassroom* at the SMPN 3 Kota Kupang in the Academic year 2007/2008. (Nusa Cendana University)

Maria Friedolina Oes: *An error analysis in speaking English* commited by the third semester students of English study program of Widya Mandira Catholic University in Academic Year 2008/2009.

Qowimul Adib: *Grammatical error analysis of speaking of English Departement students.* (A Study at 2010 Speaking Class of ELT Department of IAIN Walisongo) Thesis.

Wagner, E.D. (1994). *In Support of a Functional Definition of Interaction*: *The American Journal of Distance Education* 8(2) 6-26.