

Chapter Five

Conclusion and Suggestion

In this chapter, the researcher writes the conclusion based on the finding data then the researcher also writes the suggestion for lecturer, students and other researcher.

Conclusion

In this research, the researcher wants to reveal students' grammatical errors in speaking. The researcher believed that it can be useful for other people like for the students, teacher and other researcher. Here the researcher describes the errors based on the category of error and shows the total errors that are made by the students.

The researcher presents students' error in omission, addition, misformation, and misordering. Omission refers to omitting an important feature in a sentence. Addition is an inverse of omission which is defined as adding unnecessary part in a sentence. Misformation refers to use wrong structure. Misordering refers to the incorrect placement in phrase or sentence.

The total of errors is 125 errors. In this research, the highest frequency of errors made by the students is omission. The students made 61 errors from 125 errors. The second place is misformation. In this category, the students made 38 errors from 125 errors. The third place is addition. Here, the researcher found 24 errors from all errors. The last is misordering. It is the lowest of four categories which the researcher just found 2 errors from 125 errors.

The suggestion

To lecturers. In developing teaching speaking program, one of important aspect is the lecturer can look at what the students need. Moreover in reducing number of errors made by the students, the lecturers are suggested to develop their teaching method.

To the students. The students have to pay attention some features that are difficult for them particularly the difficulties in using correct grammar when they speak.

To other researchers. This research is recommended for other researcher who want research similar topic. This research only shows what grammatical errors are made by students in speaking. For other researcher is suggested to not only focus on what grammatical errors are made by students in speaking. They can also focus on other aspect such as find another important focus on grammatical error or factors influencing grammatical error.