

CHAPTER V

CONCLUSION AND PEDAGOGICAL IMPLICATION

After conducting the research, doing the analysis, and presenting the results, the conclusion and suggestion or pedagogical implications of this study will be presented in this last chapter.

5.1 Conclusion

The results of this study are expected to spell out the types and frequency of errors that committed by students from English major in writing subject. By collecting three students' tests and reflection regarding their errors, the researcher hopes able to answer the research questions. This research presented different types and numbers of errors made by the students in second semester of IAIN Kendari which indicated their different levels of proficiency. The results of the analysis showed that there were three most common types of errors produced by the students in their writing: capitalization, wrong word and punctuation. From students' perception, the causes of their errors were their incomplete knowledge about grammar and basic writing rules. In addition, in their written paragraphs, inter-lingual errors due to L1 interference are clear. Intra-lingual transfer of Bahasa Indonesia and developmental errors has also been observed as the causes of their errors. This study shed light on the writing difficulties of IAIN Kendari's EFL students and hoped can be regarded as input for the betterment of future teaching writing.

5.2 Limitation of The Study

The study was conducted only in limited number of samples. It was also done only among English major students of IAIN Kendari in second semester. So to generalize the results, further longitudinal studies in wider scale in English and Non-English students are needed. Also, the number of grammatical error which studied should be increased. This study does not show the students' grammatical errors development for each test. Thus, it will be better if the next research can focus on the grammatical errors development.

5.3 Suggestion

The findings of the present study can have implications for EFL learners, teachers, test developers and researchers. Being informed of the most common mistake classes as well as the primary mistake sources, educators can focus on the students' linguistic problems. Moreover, they can tell students about nature of their errors. Making advanced EFL learners notified of their most problematic areas can encourage them to concentrate on these errors and enhance their writing and speaking abilities (Tahririan, 1986). Being informed of the fields that they may have more problems; EFL learners can focus on those areas and analyze to develop their skills and experience about these incredible features. This can increase their awareness concerning the difficulties of the language education method.

According to Yaghoubi (2009), Educators can improve learners' mistakes correctly, and students can discover their mistakes and apply specific approaches in the domain of failure monitoring and wrong adjustment. Wrong introduction

explains how students come by and take to their mistakes (Rybowiak et al., 1999). Error analysis Provides to learner-centered language pedagogy by presenting the education techniques closer to the teaching procedures. Since the gap between language learning and teaching can be filled by the wrong investigation (Mahmoud, 2011).

5.4 Pedagogical Implications

Proper identification of errors leads lecturers to devise appropriate materials and effective teaching techniques, and constructing tests suitable for different levels and needs of learners. Studying the nature of errors enables English language teachers and researchers to have a better understanding of the areas where students face the most difficulties while writing. Being aware of learner errors not only introduces teachers to the knowledge of learner's language, but also helps discover the subtle aspects of learning and teaching of a second language. At the same time, studying learner errors involves approaching learning in an intimate way thus enabling teachers to promote appropriate pedagogical tools through understanding the nature of that language.

In addition to the identification and description of errors, it is also important to correct them. The sources and the types of the errors determine what sort of feedback the teacher might receive since errors provide the teacher with a platform of getting feedback reflecting how effective he is in his/her teaching style and what changes he/she has to make to get better performance from the students. So, the findings of error analysis function as facilitator in language teaching in many ways only if the teacher is aware of them and able to make use

of them in the teaching process appropriately. Error analysis can also benefit teachers and students simultaneously since errors tell the teacher how far the learner has progressed in achieving the goal and what remains for him to learn. Measuring the student's progress, the teacher can reshape his teaching strategies and plans in accordance with the needs of the learner. Furthermore, errors point out the areas that need further improvement. Additionally, errors are significant data for syllabus designers as they show what items are important to be included or which items needs to be recycled in the syllabus.



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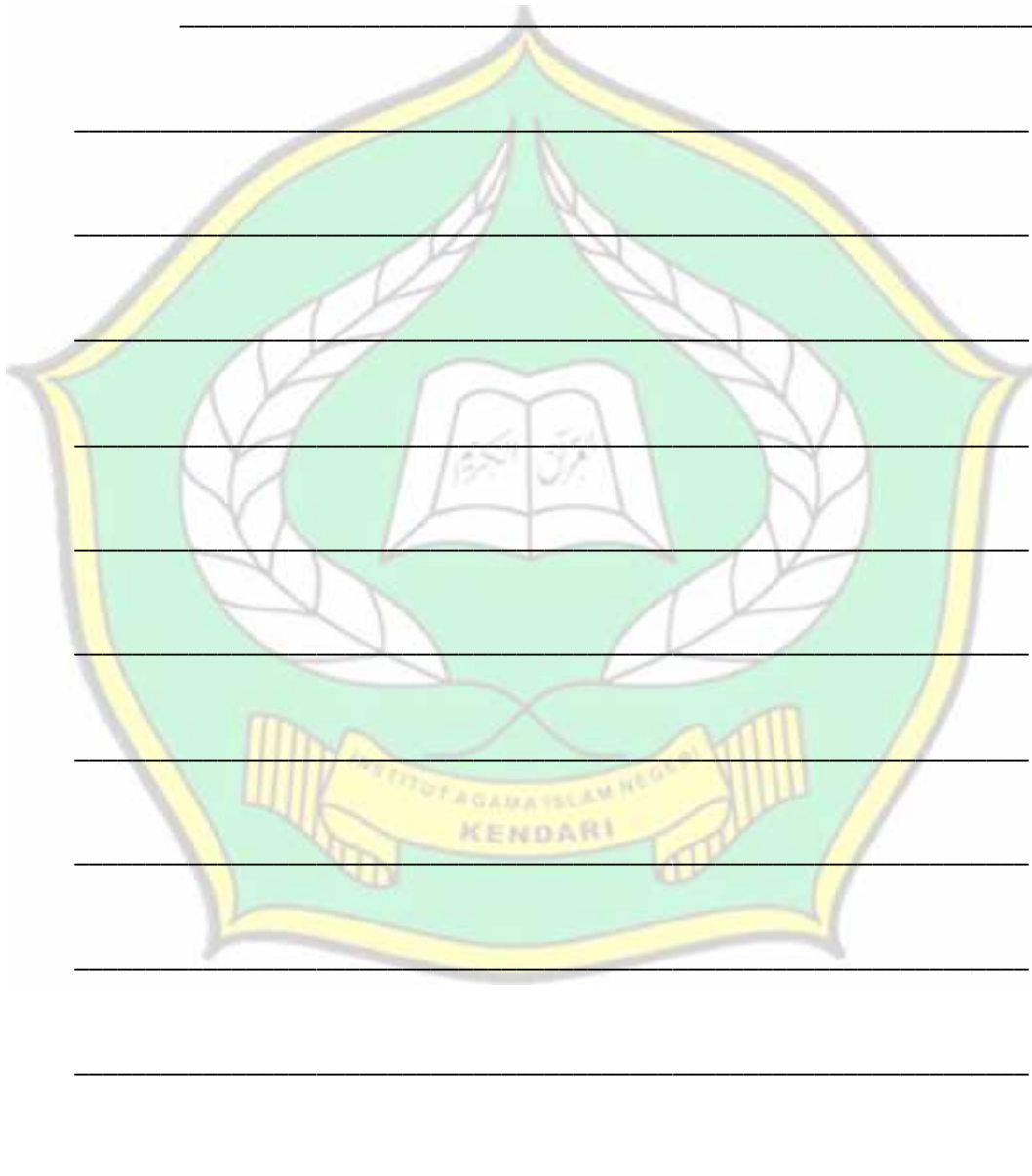


Appendix 1: Test Sheet

Name/SID : _____

Grade/Class : _____

Title : _____



Appendix 2: Reflection sheet

1. Apakah anda merasa puas dengan essay yang anda buat?
2. Apakah anda merasa memiliki banyak kesalahan dalam essay? Mengapa?
3. Kesalahan seperti apa yang kemungkinan anda lakukan?
4. Apa menurut anda alasan terjadinya kesalahan di dalam essay?



Appendix 3: Table of students' mistake

NO	Test 1										Test 2										Test 3									
	C	P	sp	s/v	VT	w	wo	#	C	o	C	P	sp	s/v	VT	w	wo	#	C	o	C	P	sp	s/v	VT	w	wo	#	C	o
S1		2	1	1	1	1		1	1			1										1								
S2	1	1		1		4			1	8	2			4	1			1	1	6	1	2			1				3	
S3		1								1	1		2					2	2				2						2	
S4	1			1						2	2			2	4				1	2	1		1	1						
S5	5			1	1	2	1		2	3				4	1				1	3		3		2	1	2	1			
S6	3		2	1		1				3	1				2	2			4	3		1			2					
S7		1				1			2			1	3	1					1	1	1							1		
S8										1	1		1		2						1	1						1		
S9	9	2		3	1	4	2	1		8	2		1	4	2			3	1	2	5	6		5	3	2				
S10		3		1					1	1			2					1		1			1	1	1			2		
S11	10	1		1	1	3	1		1	4			1	1	2			3			2	2		4			4			
S12	14		1		1	1				1			2	3	4				1		1	3		2						
S13				1					1	3								1	1	1			1	1						
S14		1				1				3					4			1	1	1	1	1		2		1	1			
S15	7	1	14			3	1		4	2		6		1	3			1	5	1	2			1		1	3			
S16	3	2		2	1	1			1	2	3	2	1	1	1			1	3	2	3	1		3			2			
S17		2		2	1	1						1		1	1			1	1				1		1	1				
S18	4				2	1					1		2						1		1			1						
S19	2	2			1	3		2		9	1			1	1				2	1			1							
S20	4	3			1	2		1	3	4	3	1			2	2	1		2	4	1	2						2		
S21	2	2			1			5	2	5	3		1		1			1	5	1			1	2	1			3		
S22	1			3		1			2										1	2	3		1	2						
S23		2	1	1		1				5	1				1				2	1	1			2		2	1			
S24	7	1	1	1	1				1	6	1	2			4	1			2	1		1		1			1			
S25	6			1		2	1			1			1	1				1	1			1		1						
S26	2	1		1			1			2	1				1			1	1							1				
S27				3		1									2											2				
S28	3	1	1			2				2	1			1				1	3	1			1	2	1					
S29	3	1				5		1		5	4			2					3	1	2	1		1				1		
S30	1	1		1					1	2	2		1		1			1		1			1	2				3		
S31	1	1		1	2				1		1	1			3									1						
S32		3			3	2						6	1		5				5					1	3	3	1			
S33	1	2	1	3	4	1			2	3		1			1			2	3	1		1	1	1	1	2	3			
S34					1				1	3	1			1						2				1						
S35	3	3	1			1		3	1	7	3	1			2				7			2		4			2	3		
TOTA	93	40	23	30	23	45	7	17	26	95	35	24	17	26	54	6	18	12	64	33	28	27	9	49	14	27	28			
	304										287										279									

Appendix 4: Documentation





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) KENDARI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Nomor : 0231/FATIK/TL.00/02/2020
Lampiran : Proposal Penelitian
Perihal : **Izin Penelitian**

17 Februari 2020

Yth. Kepala Balitbang Provinsi Sulawesi Tenggara

Dengan hormat, kami sampaikan bahwa dalam rangka penyusunan skripsi mahasiswa sebagai syarat penyelesaian studi di Institut Agama Islam Negeri (IAIN) Kendari, maka dimohon berkenan memberikan izin kepada mahasiswa kami:

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Alamat : Jl. Sultan Qaimuddin Kendari
Pembimbing : Abdul Halim, M.TESOL

Untuk melakukan penelitian serta pengumpulan data di **IAIN Kendari** dengan judul skripsi:

“An analysis of grammatical error in Writing subject committed by EFL students in IAIN Kendari”

Demikian kami sampaikan, atas kerjasamanya yang baik diucapkan terima kasih.

Dekan,

Dr. Masdin, M.Pd

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Tembusan:

1. Ketua LPPM IAIN Kendari;
2. Ketua Prodi Tadris Bahasa Inggris FATIK IAIN Kendari.