

CHAPTER V

CONCLUSION AND DISCUSSION

This chapter presents the conclusion of this research based on Chapter I into Chapter IV in the previous sections and the suggestion for the next readers.

A. Conclusion

Writing is needed for study purposes and also an examination skill. Writing is composing, developing ideas into some words. Writing English as a foreign language is a challenging and complex task for non-native learners. Thus, many grammatical errors found in students' writing. Grammatical error connects to learners' gap between their knowledge that they do not know what the correct one is. Learners do not realize their erroneous. In this research, the researcher uses Linguistic Error Category by Politzer and Ramirez (1973) to analyze students' grammatical error in writing.

The grammatical errors that students of class X of SMA Negeri 1 Kediri in academic year 2018/2019 made are both in morphology and syntax. The researcher finds 412 errors include 78 errors in morphology area or 18.89% and 334 errors in syntax category or 81.11%. Thus, the highest grammatical error found in syntax category, especially in *Disagreement of subject and tenses* which consists of 194 errors or 47.09% of all grammatical errors. The next most frequently-occurred grammar error found in morphology category in *omission of "-ed"* with 71 errors or 17.23%. Then, the third one is *attachment of the past marker to the dependent verb* from syntax area which

consists of 31 errors or 7.52%.

Those grammatical errors happen due to many reasons. The major reason is cause of intralingual transfer, which is the rules of the target language that different with students' native language. The second reason is the students seldom have practice in English on their willingness. They practice their English skill especially in writing only if their teacher asks them to do.

B. Suggestion

By conducting this research, the researcher offers a suggestion regarding the students' grammatical errors especially in writing skill. All the school stake holders and everyone who relates to the students' writing skill, should be more active on motivating students to comprehend their English skills, especially in writing, then be more active on enhancing students' grammar. Those are important to make students mastering the English rules/grammar as the input, and then communicating the rules through writing as the output well.