

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on explanation in chapter IV, this study was conducted to find out the types of grammatical errors on students' speaking performance at the second semester students of English education department of UIN SUSKA RIAU. Based on the analysis of the data in the previous chapter, the researcher draws some conclusions as follows:

1. The percentage of students' grammatical errors in speaking performance that students made 161 (42%) omission errors, students made 55 (14%) addition errors, students made 83 (21%) misordering errors and students made 88 (23%) misinformation errors.
2. Omission is the highest of the students made grammatical errors. There were 10 types of grammatical errors ( missing there and it, simple predicate, object pronoun missing, subject pronoun missing, be missing, underuse in affirmative sentence, underuse in negatives, do missed be, omission of surrogate subject, and leaving out the subject). Be missing was the highest of the students made grammatical errors and omission of surrogate subject was the lowest.
3. In misinformation there were 9 types of grammatical errors (misforamation of perfect and progressive aspect, passive auxiliary, the next verbal word, passive verb, passive order but active form, active order but passive form, non-nominative subject, misinformation without subject, and misinformation

**Hak Cipta Diindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

of gerund after preposition). Misformation of the next verbal word was the highest and misformation of gerund after preposition was the lowest that the students made grammatical error in their speaking performance.

4. In misordering there were 13 types of grammatical errors (verb before subject, subject and object permuted, active order but passive form, passive order but passive form, misplacement of after, misplacement of while, misplacement of since, subordinate constructions, reverse psychological verb, straightforward psychological verb, adjective, reverse adjective, and embedded sentence. Misordering with straightforward adjective was the higher and misordering with straightforward psychological verb, misplacement of while, misplacement of after were the lowest that the students made grammatical errors in their speaking performance.
5. Addition was the lowest of the students made grammatical errors. There were 2 types of grammatical error in addition (overuse in question and negative and overuse in affirmative sentence). Overuse in affirmative sentence was the highest type in addition and the lowest was overuse in question and negative.

**B. Suggestion**

Based on the finding of this research, the following can be recommendation that it may be beneficial in improving students' grammatical errors in their speaking performance.

**Hak Cipta Diindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1. For the process of teaching grammar and speaking
  - a. In teaching English related to grammar, the lecturer should give more easily understood explanation in order to make the students more interested in learning English, especially the grammar.
  - b. The lecturer should give more exercises in applying grammar not only by giving the theory of grammar.
  - c. The lecturer could also apply the communicative language teaching method especially when he/she teaches English grammar.
  - d. In speaking class, the lecturer should give more speaking exercises to the students. It means that the students must speak English in class.
  - e. The speaking lecturer has to ask the students to give some example first and in speaking class have to give motivation for the students.
2. For the process of learning
  - a. The students are suggested to master as many as possible about grammar.
  - b. The students are suggested to learn tenses intensively and actualized in speaking.
  - c. The students are suggested to learn speaking to pay attention and must speak English in learning process.