

## CHAPTER V

### CONCLUSION AND RECOMMENDATION

This chapter presents the conclusion along with the suggestion related to the study as well as the future study.

#### 5.1 Conclusion

The discussion of the current study is concerned with the types of common grammatical errors found in the college students' argumentative essays. The types were categorized based on Ferris et al. (2000), cited from Ferris (2003) and Brooks, Pinson, and Wilson (2013).

Based on the result of analysis, the present study concludes that there are six types of grammatical errors found in the nine students' argumentative essays, which are articles/determiners, subject-verb agreement, word choice, noun, sentence structure, pronoun.

The most common grammatical error was found in the use of articles/determiners which is 103 occurrences or 36.3% of 284 occurrences of errors. Then, it was followed by grammatical errors in subject-verb agreement (63 occurrences or 22.2%), errors in noun (51 occurrences or 18%), errors in word choice (45 occurrences 15.8) and errors in sentence structure (15 occurrences or 5.3%). The least frequent error was found in pronouns (7 occurrences or 2.5%). This finding on the common grammatical errors suggests that the effect of students' L1 proficiency may give such a great impact on the second language learning and acquisition. The background of L1 interference can also branch into intralingual factor or developmental errors ever since it often gets used to showing the lack of knowledge of L2 learning or showing overgeneralization where the students tend to often simplify the rules of grammar by making their own rules which are irrelevant. However, since English is used as a foreign language in Indonesia, thus, the errors that happened might also be the case of the students' lack of proficiency.

## 5.2 Recommendation

Based on the findings and discussion stated previously in this study, there are some suggestions for further study. As this study merely analyzed and investigated the common grammatical errors in articles/determiners, subject-verb agreement, noun, word choice, sentence structure, and pronouns, then it would be better if further study investigates the grammatical errors in other expanded categories like modality, verb patterns, or preposition as well.

In terms of data, it would be more interesting if it is done in a higher level towards people who have graduated and already worked, like in *The Jakarta Post* newspaper. The grammatical use can be researched as whether people who have graduated tend to make less errors or even more, compared to those college students who still learn. Therefore, it can be seen just how much the significance of English proficiency especially in grammar lies between college student and those people who have already graduated or worked.