

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Conclusion

Though, the students of English Education Program at UIN Sulthan Thaha Saifuddin Jambi have experienced with academic writing and grammar course, ironically, grammatical errors are still abundant on their research reports. The writer needs to uncover what behind the errors and their implication to academic writing course.

After analyzing 25 theses, there are 1397 erroneous sentences that are spread out into simple, compound, complex, and faulty sentences, and they derive 2278 grammatical errors which are categorized into 23 types under linguistic-based classification. The types of errors are subject-verb agreement, tense inconsistencies, verb, passive voice, clause, modality, gerund, concord of a noun, parallelism, subject omission, coordinating conjunction, subordinating conjunction, relative pronoun, demonstrative adjective, article, preposition, adjective, adverb, pronoun, word order, word choice, redundancy, and faulty.

Then, the ways through which language learners make errors are omission addition, misinformation, misordering, , and selection. In addition, two sources of errors are interlingual and intralingual. The first was transfer of structure and substitution of preposition. The intralingual consisted of overgeneralization, incomplete application of rules, false analogy, misanalysis, exploiting redundancy.

The reasons for committing errors are (1) not good at grammar, (2) unawareness of committing errors, (3) limited corrective feedback, (4) relying more on less adequate grammar checkers, (5) getting frustrated for lack of competence, and (6) carelessness. Furthermore, the grammatical errors committed by student-teachers could reflect their language status at development stage it means that their language is not fossilized yet. When they keep writing, their skill may develop.

Next, the information underlying the error issues is required to respond in the context of academic writing through error corrections, strategy training, and grammar instruction. Students can benefit from error feedback to improve the accuracy of their writings. Strategy training including editing instruction is required to encourage the students to be independent. Coping with inaccuracy can be accomplished through grammar instruction in an L2 writing class..

Finally, knowing grammatical errors means knowing L2 learners' lacks likewise. The result of interview drives to have a thesis writing course which include grammar lesson. Therefore, a proto-syllabus of Thesis Writing course is proposed.

## **5.2 Recommendations**

The results of this study indicated that different forms of grammatical errors may be found in virtually all categories, and the number of instances found in each category is unique. For future research, it is recommended that errors on specific grammar topics that are highly demanded by academic writing to study for accurate responses to the errors in question. This will ensure that the linguistic requirements of L2 students are met by the linguistic characteristics of academic writing.

The grammatical errors of all English department students may not be sufficiently described by analyzing only 25 documents. Therefore, studying more documents will be closer to real description of L2 learners' accuracy.

Lastly, the proto-syllabus of Thesis Writing course has to meet the expert validation, and tried it out to the student-teachers. Final version will be significant after meeting all the demands.