CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the conclusion of the research is described based on the research finding and discussion in the previous chapter. Then be followed by suggestion for the lecturers/teachers, students, and next researchers.

A. Conclusion

The main result of this research is focused on the grammatical accuracy on students' composition, cohesion and coherence aspect. The conclusion of this result will be determined as follow:

1. Grammatical Accuracy

The study presents a descriptive analysis of compositions written by Thai EFL students at second grade of Senior High School at Darawithaya. Based on all students' composition, can be concluded that from 14 students' compositions, there are 73 grammar uses which are presented inaccurately. From 12 categories of grammar accuracy measurement which are used in this research, found the errors in each all category, except the use of fragment and verb formation. Those 12 categories include singular/plural, pronoun, tense, article, preposition, word formation, verb formation, verb omission, subject omission, extraneous subject, S-V agreement, and fragment.

The grammatical accuracy of students' compositions in this study is varied from one student to other students. There are five classifications which are decided based on the assessment rubric for the writing task⁹⁷; *very good, good, fair, weak* and failed. There are four students of fourteen students whose the grammatical accuracy is *very good*. This category is valuated as composition which consists of occasional mistakes of grammar use which do not impede understanding of the text. Then, seven students are classified into *good* grammatical accuracy. There are some mistakes of grammar use which rarely impede understanding found on their writings.

Beside that, there is only one composition which is categorized into *fair*. In this composition, some mistakes of grammar use which rarely impede understanding established. Lastly, *weak* category of grammatical accuracy occurs on two compositions. Those compositions have numerous mistakes which may cause struggle for the reader and slightly compromise task development. And none of composition is classified into *failed*.

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 $^{^{97}}$ grading rubric adapted from the Assessment Rubric for The Writing Task based on CEFR descriptor at Universitat de le Illes Balears (UIB)

2. Cohesion and Coherence

Viewed from coherence and cohesion aspect, students' compositions present well organization in connecting the sentences and express the ideas to relate one another. Most students begin their writing by introducing clear and relevant subject by stating the sentence "I have a large family", "I have a family", and "I have little family", Then, students present some ideas in the composition which are relevant to the topic and relate the ideas to one another. Each student composition describes about family.

Furthermore, students end the composition by stating clear and simple conclusion, "I love my family", I love my family very much", "I love mother and father very much. There are two students who do not present a conclusion, they are student 9 and student 13.

Regarding the cohesion analysis of all students' composition, there are some sentences which are not separated well with other sentences. Then, no punctuation applied appropriately in some sentences/ideas to separate one idea to other ideas and to separate one sentence to other sentences.

Same as the evaluation of grammatical accuracy on the assessment rubric for the writing task, 98 there are five categories in determining students' composition based on the aspects of cohesion and coherence, they are *very good*, *good*, *fair*, *weak* and *failed*. Three compositions are determined as the students who present *very good* in cohesion and coherence aspect. The consideration of this category is; presenting very well-organized and internally coherent, showing a very clear progression of information or ideas, expressing varied and successful use of cohesive devices. Then, the compositions of eleven students are classified into writings which consist of *good* cohesion and coherence aspect. Mostly the sentences are organized and the ideas are clear and coherent. Then, satisfactory use of cohesive devices which may not consistently maintained. From 14 students' compositions, none of them are determined as *fair*, *weak* and *failed* categories.

B. Suggestion

After examining the grammatical accuracy and the cohesion and coherence of Thai students' writing at Darawithaya School, several substances need to be suggested, whether for the lecturers/teachers, students, and next researchers. The suggestion is addressed to the teachers of Darawithaya School who conduct the English Course, the EFL/ESL lectures, the students

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⁹⁸ grading rubric adapted from the Assessment Rubric for The Writing Task based on CEFR descriptor at Universitat de le Illes Balears (UIB)

who become participants in this study and all EFL/ESL students, and the other future researchers who may want to continue this study. Here are suggestions:

1. Students

a. EFL/ESL students

As the present study has identified some grammatical errors that tend to be challenging for the students, practicing and reviewing more on grammatical aspects of English seem to be necessary for the students participating in this current research and for all ESL/EFL students. On the other hand, students might need some exercises to help more understanding and reducing problematic grammatical features before they start to write.

b. Candidates of KKN International

For students of UIN Sunan Surabaya who will be candidates for the next KKN International program at Thailand, this study may become a reference and consideration dealing with what should be prepared and applied to improve Thai students' understanding in English, moreover in written.

2. Lecturers/teachers

This study provides the teacher who handles English class for Thai students and lectures who handle English course as EFL/ESL learning with the knowledge of the areas of difficulties and problems that might occur. Therefore, lecturers/teachers should be focused on his/her teaching on those

areas. Since, based on the result of this study, they are some types of grammar errors that need more attention from ESL/EFL lectures/ teachers and should be focused in their teaching so that grammatical accuracy of students' written products can be improved.

Further, by having the information from the result of this study, becoming homework for EFL/ESL lectures and teachers to give some treatments and find ways to reduce the errors.

3. Future research

This study focused on examining students' composition in grammar and cohesion and coherence. Other types of errors, such as lexical or semantic errors, may make more significant contributions to be combined with discourse organization to know students' writing quality. With the result above, future research should include lexical or semantic errors in the study so as to give a complete representation of students' understanding in produce written English.

Then, this study includes an analysis study which examines the grammatical accuracy and the cohesion and coherence individually. The finding is also described separately. So, further research may integrate other aspects of writing, such as content, text topic, length, word choice, and many others.

Lastly, the composition of students in this study is composition of writing a simple descriptive text under the topic my family, and the participants were second grand of senior high school. Future research should use another text with different level.

