

CHAPTER V: CONCLUSIONS AND SUGGESTIONS

This chapter provides the conclusions which are related to the research analysis that was explained in the previous chapter and followed by the suggestion from the researcher.

Conclusions

The total of grammatical error in composing summative assessment is 85 cases, which can be divided into four types of error; omission, addition, misformation and misordering. The most errors committed by the participants is error is omission that is amounted to 44 errors. This type of error refers to the absence of an item which must be present in a well-formed sentence. The second most committed error is misformation where teachers usually supplying incorrect form of morphemes or structures. The last most committed error are addition and misordering, both are five cases, where some teachers tend to add some unnecessary form of morphemes and mismatch or put the words in a wrong order, respectively.

Aside from the aforementioned explanations, the MGMP teachers explained that the errors were caused by the lack of knowledge in English itself, the references, and primarily lack of quality control where the action of self-reviewing, peer-reviewing, and online grammar checker seemed to fail them in controlling the quality of composed summative assessment.

Suggestions

The researcher considered some suggestions in order to improve the understanding towards the grammar since well-constructed assessment will uncover students' potential in an intended way because an assessment that does not follow grammatical rules might be resulted in an unwanted way. Teachers, especially the MGMP teachers, are suggested to improve their understanding by learning more about grammar in order to increase their control over grammar itself. It is also suggested to the committee of MGMP to provide a resource, such as experts in grammatical field, since such action is expected to ensure the quality of the composed summative assessment.

Recommendations

This research also made a recommendation to the Education Office, which regulates the distribution of summative assessments to schools. On the basis of the results, it is recommended that a specific board be created to control the grammar quality of the distributed assessments. Since grammar requires substantial attention, the board must be expert in the grammar field in order to control the quality of the distributed assessments. In addition, it is suggested that the Subject Supervisor (Pengawas Mata Pelajaran) supervise, monitor, and maybe teach the MGMP teachers in terms of grammar in order to minimize the lack of English competence and develop an appropriate assessment standard.

REFERENCES

- Alhojailan, M. I., & Ibrahim, M. (2012). Thematic Analysis : A Critical Review of Its Process and Evaluation. *WEI International European AcademicConference Proceedings, 1*(2011), 8–21.
- Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). *Introduction to Research in Education* (C. Shortt (ed.); 8th ed.). Wadsworth, Cengage Learning ALL.
- Bijami, M., Kashef, S. H., & Nejad, M. S. (2013). Peer Feedback in Learning English Writing: Advantages and Disadvantages. *Journal of Studies in Education, 3*(4), 91. <https://doi.org/10.5296/jse.v3i4.4314>
- Bloch, B. (1947). English verb inflection. *Language, 23*(4), 399–418. [https://doi.org/10.1016/0024-3841\(67\)90026-5](https://doi.org/10.1016/0024-3841(67)90026-5)
- Bowen, G. A. (2009). Document analysis as a qualitative research method. In *Qualitative Research Journal* (Vol. 9, Issue 2). <https://doi.org/10.3316/QRJ0902027>
- Brown, H. D. (2000). *Teaching by Principles*. Pearson ESL.
- Brown, H. D. (2007). Principles of Language Learning and Teaching. In *Encyclopedia of the Sciences of Learning* (5th ed.). Pearson Education. https://doi.org/10.1007/978-1-4419-1428-6_347
- Brown, H. D., & Abeywickrama, P. (2019). *Language Assessment: Principles and Classroom Practices* (3rd ed.). Pearson Education Limited Edinburgh.
- Catherine, G., & Michael, E. (2007). *Formative and Summative assessments in classrooms*.
- Cavaleri, M., & Dianati, S. (2016). You want me to check your grammar again? The usefulness of an online grammar checker as perceived by students. *Journal of Academic Language & Learning, 10*(1), 223–236.
- Celce-Murcia, M., & Larsen-Freeman, D. (1999). *The Grammar Book* (E. Gundersen (ed.); 2nd ed.). Heinle & Heinle Publishers.

- Choironi, N., Sukirlan, M., & Suparman, U. (2017). Error analysis of students' writing descriptive text based on surface strategy taxonomy. *Unila Journal of English Teaching*, 6(3).
- Cirocki, A., & Farrell, T. S. C. (2019). Professional development of secondary school EFL teachers: Voices from Indonesia. *System*, 85, 102111.
<https://doi.org/10.1016/j.system.2019.102111>
- Creswell, J. (2014). *Research Design Qualitative, Quantitative, and Mixed Method Approaches* (4th ed.). SAGE Publications, Inc.
- Çubukcu, F. (2010). Student teachers' perceptions of teacher competence and their attributions for success and failure in learning Feryal Cubukcu *. *The Journal of International Social Research*, 3(10), 213–217.
<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.496.493&rep=rep1&type=pdf>
- Darling-Hammond, L. (2006). Assessing teacher education: The usefulness of multiple measures for assessing program outcomes. *Journal of Teacher Education*, 57(2), 120–138. <https://doi.org/10.1177/0022487105283796>
- Dolin, J. (2018). *Transforming Assessment* (R. Evans (ed.); 2nd ed.). Springer International Publishing. <http://www.springer.com/series/11180>
- Dolin, J., & Krogh, L. B. (2010). The relevance and consequences of pisa science in a danish context. *International Journal of Science and Mathematics Education*, 8(3), 565–592.
<https://doi.org/10.1007/s10763-010-9207-6>
- Dulay, H., Burt, M., & Krashen, S. (1982). *Language Two* (Vol. 4, Issue 1). Oxford University Press.
- Ellis, R. (1997). *Second Language Acquisition (Oxford Introduction to Language Study Series)* (p. 147).
- Emmaryana, F. (2010). *An Analysis on The Grammatical Errors in The Students' Writing*. 7–

8.

- Erdoğan, V. (2014). Contribution of Error Analysis to Foreign Language Teaching. *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, 1(2), 0. <https://doi.org/10.17860/efd.22900>
- Eunson, B. (2020). English Grammar - A Critical Approach. In *Communicating in the 21st Century* (Issue May, p. 52).
- Ferster, B., Hammond, T. C., Curby Alexander, R., & Lyman, H. (2012). Automated formative assessment as a tool to scaffold student documentary writing. *Journal of Interactive Learning Research*, 23(1), 81–99.
- Frunza, V. (2014). Advantages and Barriers of Formative Assessment in the Teaching-learning Activity. *Procedia - Social and Behavioral Sciences*, 114, 452–455. <https://doi.org/10.1016/j.sbspro.2013.12.728>
- Hailikari, T., Katajavuori, N., & Lindblom-Ylänne, S. (2008). The Relevance of Prior Knowledge in Learning and Instructional Design. *American Journal of Pharmaceutical Education*, 72(5), 1–8. <http://library.capella.edu/login?url=https%3A%2F%2Fsearch.proquest.com%2Fdocview%2F211262978%3Faccountid%3D27965>
- Harrell, M. C., & Bradley, M. A. (2009). *Data Collection Methods Semi-Structured Interviews and Focus Groups*. RAND Corporation.
- Helmy, Y. F. (2018). The Strategy in Improving English Teachers ' Professionalism Through MGMP. *International Conference on Education*, 345–352.
- Hidetoshi, S., & Tomoko, F. (2004). Characteristics and user acceptance of peer rating in EFL writing classrooms. *Language Teaching Research*, 8(1), 31–54. <https://doi.org/10.1191/1362168804lr133oa>
- Hinkel, E. (2018). Error Analysis. *The TESOL Encyclopedia of English Language Teaching*, 1967, 1–5. <https://doi.org/10.1002/9781118784235.eelt0058>

- Jacobs, M. (2019). *English Grammar Rules & Mistakes Learn Writing, Speaking, Literature and Punctuation Rules Complete with 10 Key Skills and Over 200 Common Error Examples.*
- Javadi, M., & Zarea, K. (2016). Understanding Thematic Analysis and its Pitfall. *Journal of Client Care, 1*(1). <https://doi.org/10.15412/j.jcc.02010107>
- Kabir, S. M. S. (2018). *Methods of data collection.* [https://doi.org/10.1016/S0001-2092\(07\)69400-9](https://doi.org/10.1016/S0001-2092(07)69400-9)
- Kamikawa, M. (2017). *Prepositions: “Of,” “At,” and “For”* (pp. 1–4). San José State University Writing Center.
- Kelly, J., Sadeghieh, T., & Adeli, K. (2014). Peer Review in Scientific Publications: Benefits, Critiques, & A Survival Guide. *The Journal of the International Federation of Clinical Chemistry and Laboratory Medicine, 25*(3), 227–243.
<http://www.ncbi.nlm.nih.gov/pubmed/27683470>
<http://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=PMC4975196>
- Kementerian Pendidikan dan Kebudayaan. (2014). *Pedoman Pemberian Dana Bantuan Peningkatan Karir PTK SMP melalui MGMP SMP Tahun 2014.*
- Kizilaslam, I. (2011). ELT Student Teachers’ Competence for Teaching Language Skills: a Qualitative Exploration. *International Journal of Social Sciences and Humanity Studies, 3*(1), 161–169.
- Krishnasamy, J. (2015). Grammatical error analysis in writing of ESL diploma students. *Asian Journal of Education and E-Learning, 03*(01), 51–60.
<http://ajouronline.com/index.php/AJEEL/article/viewFile/2305/1233>
- Labuschagne, A. (2015). Qualitative Research - Airy Fairy or Fundamental? *The Qualitative Report, 8*(1), 100–103. <https://doi.org/10.46743/2160-3715/2003.1901>
- Liu, Y., & Huang, J. (2020). The quality assurance of a national English writing assessment:

- Policy implications for quality improvement. *Studies in Educational Evaluation*, 67(November), 100941. <https://doi.org/10.1016/j.stueduc.2020.100941>
- Maba, W., Perdata, I. B. K., Astawa, I. N., & Mantra, I. B. N. (2018). Conducting assessment instrument models for teacher competence, teacher welfare as an effort to enhance education quality. *International Research Journal of Management, IT and Social Sciences*, 5(3), 46–52. <https://doi.org/10.21744/irjmis.v5i3.667>
- Mahshanian, A., Rasekh, A. E., & Ketabi, S. (2017). Raters' fatigue and their comments during scoring writing essays: A case of Iranian EFL learners. *Indonesian Journal of Applied Linguistics*, 7(2), 302–314. <https://doi.org/10.17509/ijal.v7i2.8347>
- Medgyes, P. (2001). When the Teacher is a Non-native Speaker. *Teaching English as a Second or Foreign Language*, 3, 429–442. [https://doi.org/10.1016/S0140-6736\(01\)08174-0](https://doi.org/10.1016/S0140-6736(01)08174-0)
- Mohammed, M. S., & Abdalhussein, H. F. (2015). Grammatical error analysis of Iraqi postgraduate students' academic writing. *International Journal of Education and Research*, 3(6), 283–294. www.ijern.com
- Nova, M. (2018). Utilizing Grammarly in Evaluating Academic Writing: a Narrative Research on Efl Students' Experience. *Premise: Journal of English Education*, 7(1), 80–96. <https://doi.org/10.24127/pj.v7i1.1332>
- Noviyenty, L., & Putri, M. I. (2021). Mother Tongue Interference Towards Students' English Pronunciation: A Case Study in IAIN Curup. *Proceedings of the International Conference on Educational Sciences and Teacher Profession (ICETeP 2020)*, 532(532), 283–290. <https://doi.org/10.2991/assehr.k.210227.049>
- O'Keeffe, J., Buytaert, W., Mijic, A., Brozovic, N., & Sinha, R. (2016). The use of semi-structured interviews for the characterisation of farmer irrigation practices. *Hydrology and Earth System Sciences*, 20(5), 1911–1924. <https://doi.org/10.5194/hess-20-1911->

2016

- O'Neill, R., & Russell, A. M. T. (2019). Grammarly: Help or hindrance? Academic learning advisors' perceptions of an online grammar checker. *Journal of Academic Language & Learning*, 13(1), A88–A107. <https://journal.aall.org.au/index.php/jall/article/view/591>
- Park, J. (2019). An AI-based English Grammar Checker vs. Human Raters in Evaluating EFL Learners' Writing. *Multimedia-Assisted Language Learning*, 22(1), 112–131. http://journal.kamall.or.kr/wp-content/uploads/2019/3/Park_22_1_04.pdf<http://www.kamall.or.kr>
- Priajana, N. (2017). Continuing Professional Development Activities for English Teachers. *ELT Echo : The Journal of English Language Teaching in Foreign Language Context*, 2(1), 37. <https://doi.org/10.24235/eltecho.v2i1.1592>
- Rajagopalan, I. (2019). The concept of teaching. *Journal of Philosophy of Education*, 7(1), 5–8. <https://doi.org/https://doi.org/10.34293/education.v7i2.329>
- Royani, S., & Sadiyah, S. (2019). An Analysis of Grammatical Errors in Students' Writing Descriptive Text. *PROJECT (Professional Journal of English Education)*, 2(6), 764. <https://doi.org/10.22460/project.v2i6.p764-770>
- Silalahi, M. M. R. (2018). ERROR ANALYSIS ON GRAMMAR AS FOUND ON THE STUDENTS' WRITING TEXT MASRIANI. *Jurnal Ilmiah Maksitek*, 3(1), 79–87.
- Snow, D. (2007). Language Teachers as Language Learners. In *From Language Learners to Language Teacher* (pp. 3–16). Teachers of English to Speakers of Other Languages (TESOL).
- Sridhar, S. N. (1994). A Reality Check for SLA Theories. *TESOL Quarterly*, 28(4), 800. <https://doi.org/10.2307/3587565>
- States, J., Detrich, R., & Keyworth, R. (2018). *Summative Assessment (Wing Institute Original Paper)*. March. <https://doi.org/10.13140/RG.2.2.16788.19844>

- Thomson, A., & Martinet, A. (1986). *A Practical English Grammar*. In *Oxford University Press*. [ftp://119246239157.ctinets.com/education/Oxford University Press - A Practical English Grammar.pdf](ftp://119246239157.ctinets.com/education/Oxford%20University%20Press%20-%20A%20Practical%20English%20Grammar.pdf)
- Wardah. (2018). an analysis of grammatical errors in students' writing descriptive text at eighth grade of state junior high school 16 Jambi City. In *Analytical Biochemistry* (Vol. 11, Issue 1). <http://link.springer.com/10.1007/978-3-319-59379-1>
<http://dx.doi.org/10.1016/B978-0-12-420070-8.00002-7>
<http://dx.doi.org/10.1016/j.ab.2015.03.024>
<https://doi.org/10.1080/07352689.2018.1441103>
<http://www.chile.bmw-motorrad.cl/sync/showroom/lam/es/>
- Yadav, M. K. (2014). Role of mother tongue in second language learning. *International Journal of Research (IJR)*, 1(11), 572–582.
<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.892.7707&rep=rep1&type=pdf>
- Yule, G. (2006). *Oxford Practice Grammar - Advanced*. Oxford University Press.