

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

After analyzing the data, some conclusion can be drawn as follows:

1. Based on the result of the students' error in writing recount text, it was found that the four types of error found in this research, they were omission, addition, misformation and misordering. The occurrence of omission error was 37 or 24%. The occurrence of addition error was 44 or 29%. The occurrence of misformation error was 60 or 39%. And the occurrences of misordering error was 12 or 8%.
2. The most dominant error made by students in writing recount text was 60 occurrences or about 39% in misformation. Most often error occurred was error of misformation about 100 occurrences. This types of error was usually caused by intralingual interferences. Intralingual interference means that error from the target language itself. Due its complicated system. This happened because the students often made incorrect structure form in their writing.
3. Based on students' response on interview, the researcher summarized that cause of error that students made In interview section, some students said that the most difficult in making recount text is English concept. The lack of knowledge made the students less of an idea and difficult to arrange word in a sentence moreover the grammatical.

Carelessness of English concept without checking was happened in most of students. The dominant factor that caused word order error in recount text is inaccurate word carelessness and don't know about structure recount text. This result indicates that internal factor like ability, interest or motivation become important factor that influence teaching learning process to get best result. Beside internal factor, external factor also becomes important element to make learning process to be successful.

B. Suggestions

After conducting research and analyzed the data, the researcher would like to present some suggestions that was hopefully provide more insight about writing recount text. The suggestions are offered for English teacher, students, and further researchers as follows:

1. For the Teacher

The researcher suggests that teachers use the English language often more in the learning process (combinations) so that students can be trained in every English lesson, not only when writing process. The lectures also suggested to facilitate the students to improve their English, at least check the students' English in writing them experience. Lectures may compose rules in writing especially in recount text that was give easy writing for students.

2. For the Students

The researcher suggested that the students should learned more about English tenses practically, especially in writing. Students should know how to write a good sentence in terms of languages and rules of composing recount text.

3. For the Next Researchers

The future researchers were recommended to explore more about research findings which related to this problem. Besides, the researcher expects that this result of study can inspire future researchers to conduct other researches related to grammatical error analysis to enrich the existing studies.

