

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Students encounter difficulties in various areas of writing. The mechanic aspect, which receives less attention in writing practice, is particularly challenging for students. They often make errors in spelling, punctuation, capitalization, and paragraphing, leading to confusion in meaning. In terms of grammar, many students use present tense verbs instead of the required simple past tense verbs in recount texts. They struggle with shifting from present tense to past tense. Moreover, students face challenges in generating ideas; they are often unsure of what to write about, resulting in writing only one paragraph that focuses solely on the events.

Orientation and reorientation were among the specific patterns in which the students diffculted when writing recount texts. Narrating the events was their main point of concentration. Many students forgot to describe the story's beginning, which included information on who, what, when, and where the events happened, and instead just noted the time during the introductory section.

Even though a lot of students were able to create a coherent tale in the event section, the material was lacking because the three general structures were combined into one paragraph. In reorientation, where most students ended their writing assignments by summarizing the events, they usually received the lowest scores because they did not include any personal remarks or ideas.

5.2 SUGGESTION

After the data have been analyzed and the research has been completed, the researcher would like to suggestion the following to educators, students, and other researchers:

1. For Teacher

Following the identification of students' writing strengths and weaknesses, teachers ought to concentrate more on resolving the issues that students encounter, particularly with language use and mechanics. Teachers ought to provide extra chances for kids to practice writing as it's a talent that needs constant application. It is recommended that they devise tactics, materials, and teaching approaches that are particularly focused on enhancing language usage and syntax. These initiatives are crucial for raising students' proficiency levels and solving their writing problems.

2. For Students

For the purpose of writing recount texts, students ought to concentrate more on improving their knowledge of grammatical form and language use theory. In order for writing issues to be effectively overcome, students must also become accustomed to honing their writing abilities by boosting enthusiasm and practicing often. Also, students ought to participate more actively in class and ask questions of the instructor when they do not comprehend a concept, especially when it comes to language use and writing mechanics in relay texts.

3. For Researcher

The study has certain limitations, which the author has acknowledged. Future scholars are therefore urged to investigate this subject further, especially with regard to the difficulties students encounter with language usage and mechanics when composing recount narratives. The author also hopes that future studies will look into the root reasons of these problems or examine whether comparable problems with language use and mechanics arise in other kinds of writing, including argumentative essays or descriptive writings, in order to supplement this research. The author's ultimate hope is that this study will be a useful resource for later research in this area, offering a basis for more thorough examinations and more accurate findings.