

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

Based on the findings and discussion of this research entitled “Students’ Grammatical Errors in Writing Recount Text”, the conclusion can be presented as follows:

1. The analysis categorized the types of errors in the recount text produced by tenth-grade at SMKS Dharma Analitika Medan. The categories included omission errors, addition errors, misformation errors, and misordering errors. Based on the results obtained, misformation errors are the most dominant with 54%, while omission errors are dominant with 19%. In addition, addition errors are less dominant with only 16% errors and misordering errors are the least dominant errors with only 11%.
2. The sources of students' errors in this study were analyzed based on the results of interviews, namely interlingual and intralingual transfer. Some students are still influenced by Indonesian language rules when translating into the target language. Students also often ignore English rules in writing recount texts such as the application of verbs in the past tense, the usage of To Be and incorrect spelling. Furthermore, a lack of motivation has been identified as an additional source of errors, contributing to students' limited effort in improving their writing skills.

5.2. Suggestion

Based on findings, the researcher would like to provide suggestion to:

1. To English Teacher

After identifying errors in students' writing and their sources, it is recommended that teachers prioritize the teaching of English writing rules, including grammar and sentence structure, while utilizing the mother tongue as a supportive tool. By interspersing English instruction with the mother tongue, students can better grasp the differences between the two languages and reduce mother tongue interference, leading to more accurate writing in English. Students with a strong grasp of concepts can more effectively engage in practice activities, thereby decreasing errors in composition while reinforcing abilities through iterative exercise. Teachers also must create a pleasant and supportive classroom atmosphere so that students feel comfortable and motivated to learn English.

2. To Students

By knowing the errors and sources of errors in writing, students are expected to pay more attention to the rules of English grammar. It is also important for students to know the difference between English and mother tongue. Students are also expected to actively practice writing in English and ask for feedback from the teacher to correct the errors that occur. In addition, students are also advised to set clear and realistic learning goals. By having specific goals, students can be more focused and motivated to achieve them.

3. To Other Researchers

For other researchers, the author hopes to develop similar research but involving more diverse participants. This research can also develop methods to help teachers and students overcome factors that influence the occurrence of errors in learning English.

