

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

According to the result of the analysis of errors in writing recount text, the researcher would like to make some conclusion as follows:

##### **1. Types of Errors in Recount Text**

Based on surface strategy taxonomy: 1) The highest frequency error made by the students was omission (60,26%). From the students' writing products, they omitted the major constituents such as subject, verb and direct object or grammatical morphemes such as articles, to be, and suffix or prefix. 2) The second errors were addition (25,36%). Addition occurred when the student over generalized the pattern of V2. For example the verb "*eat*" does not become "*eated*", but "*ate*". The students also put a word or an application of rule that did not need to exist in the sentence. 3) The third errors was misformation (11,64%). This error occurred when the students used of wrong form or failed to use the correct word that totally different from the true one. 4) The fourth errors was Misordering (2,74%). This errors occurred when the students did incorrect placement of a morpheme or group of morphemes in the sentence.

##### **2. Trend Type of errors in Recount Text**

Trend of errors occurred by omission (60,26%) of total errors. From the students' writing products, the researcher found some of them omit several words in the sentences. The students wrote it by omitting the major

constituents such as subject, verb and direct object or grammatical morphemes such as articles, to be, and suffix. The factors are the influence of mother tongue and lack of knowledge or competence in English grammar.

### **3. Causes of Errors in Recount text**

Based on Richard's theory, it was known that the causes of students' error were in all categories which are Over-generalization, Incomplete application of rules, Ignorance of rule restriction, false concept hypothesis, and interlingual errors.

The highest frequency errors' cause of the students' errors was Incomplete application of rules (40,13%). the students omitted subject, verb, direct object, articles, to be, preposition, modals and past time marker. The second cause of errors was Over-generalization (21,44%). The students generalized the use of past time marker -ed to V2. The third cause of errors was Ignorance of rule restriction (16,21%). the students violated the restriction of existing structure that is the application of rules to context where they do not apply or used wrong form. The fourth cause of errors was Interlingual error (13,07%). This error categorized as errors caused by interlingual errors because the pattern of the sentences are similar to the pattern of the students' mother tongue language. Some of them were because of the words order. The fifth cause of errors was False concept hypothesis (9,15%). the students had a false assumption or got confuse and could not differentiate the application of rules or some words.

Trend cause of errors occurred by the students was incomplete application of rules (40,13%). The errors categorized as errors caused by incomplete application of rules because the pattern of errors similar to the way of native speaker children learn their mother tongue language. They omitted the articles from the sentences.

### **B.Suggestion**

Based on the conclusions above, the researcher provides some suggestions as follows:

#### **1. For the Students**

It is suggested for the students that the students need to learn more about English grammar. 1) The students should know the usage of articles, to be, modals, preposition and adverb. 2) They should know the usage of VI, V2, and V3. 3) They should know the usage of the past time marker. 4) The students should learn more about phrase.

#### **2. For the Teacher**

The teachers should know the students' ability in order to find out the students' difficulties, thus the teachers can solve the students' problems. The students should be given more chance to have writing exercises and should be encouraged in using correct grammar. The teachers should not only give mark on students' writing but also they have to give feed-back on it. It is in the form of corrections toward their writing.

### **3. For the Next Researchers**

For the next researchers, it is suggested that the next researchers to analyze errors in recount paragraph not only based on surface strategy taxonomy but also comparative taxonomy or communicative effect taxonomy (global and local error) and also she or he is suggested to use variety of test to get the data.