

CHAPTER V

CONCLUSION AND SUGGESTIONS

After conducting the research, doing the analysis, and presenting the results, this chapter presents the conclusions of this study and offers some suggestions. This chapter is divided into two parts, with the first part is aimed at giving conclusion remarks about this study on student's ability and the errors made by the participants in writing a recount text and the second part contains suggestions for related parties and further research in the related topic.

5.1 Conclusion

- 1) Based on the finding of the analysis, it showed that the students made a total of 87 errors which consist of 17 or 19.5% in omission errors, 15 or 17.3% errors in addition errors, 53 or 60.9% errors in misinformation errors, and 2 or 2.3% errors in misordering errors. From those errors, misinformation errors were the highest percentage of errors in this study.
- 2) In terms of findings based on text organization and language features, even though most of the students were aware in text organization of recount, such as orientation, sequence of events, and reorientation, they still had not mastered language features yet, especially in the use of past tense, the use of first person pronouns, and the use of appropriate action verbs. It could be seen from the number of the

errors made. Although they had been taught about it, they were still confused when making a grammatical sentence. This study concluded that the errors occurred due to an interaction of interlingual and intralingual factors. The intralingual factors that could be found in this study as the possible causes of their errors were overgeneralization, ignorance of rule restrictions, incomplete application of rules, and false concepts hypothesized. Thus, the causes tended to be related to the differences of the structural verb-forms between English and Bahasa Indonesia because they might make the students difficult to master past tense. Moreover, the complexities of the language itself tended to make it difficult for them.

3) From the findings of the students' problems, there were some points as followed:

- The students did not really understand the material
- The students tended to translate from Bahasa Indonesia to English in making a sentence and to create an ungrammatical sentence.
- The students had difficulties in choosing verb-forms in making a sentence because of a lack of vocabulary.

5.2 Suggestions

From the conclusion above, this study has some suggestions for the teacher and the further research, those are:

1. The teacher not only gives the explanation how to write a recount text but also he or she should give them more exercises in applying language features and text organization of a recount text. Based on the results, the students do not seem to understand about language features and text organization of a recount text.
2. The teacher can apply a method where he or she explains language features and text organization of a recount text, gives examples of recount texts, and tests the students' comprehension which will assure the teacher that the students really understand it.
3. In writing class, the teacher should give more writing exercises to the students so that they will be familiar to English writing in a recount text.
4. This study can be a reference for other researchers who are interested in this issue. Moreover, they can further analyze the errors and the causes of errors, interlingual and intralingual. They cannot just analyze one of the causes because the both causes are related each other in this case.
5. For further research, the researchers should explore the errors after doing the research because they can decide what the analysis of the errors in the language features and text organization of a recount text found easily.

6. The further research is also expected to investigate the students' errors and the factors that cause students' error in another text type by employing other strategies of data collection.

