

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer presents the conclusions of the study and suggestions which might be useful for the teacher of English in general especially the teacher of English of the eighth grade students of SMPN 10 Kupang in the school year 2019/2020. They are presented below

5.1 Conclusion

From the conclusion of this study, the writer would like to include that recount text errors committed by the eighth grade students of SMPN 10 Kupang in the school year 2019/2020 in writing are:

1. The grammatical errors in writing English composition committed by the eighth grade students of SMPN 10 Kupang in the school year 2019/2020 were misformation (16), omission (4), misordering (3), addition (9).
2. The most grammatical errors in writing English composition committed by the eighth grade students of SMPN 10 Kupang in the school year 2019/2020 was misformation (16). specifically misformation of tense.

5.2 Suggestion

Based on the result of the study, it indicates that there are some errors made by the students. And it was analyzed based on surface strategy taxonomy by type in chapter four. The writer would like to give some suggestions for the students and also for the teacher.

1. For the English teacher

- a. Based on the result of the study, the students made some grammatical errors in their writing of recount text and their writing were too briefly. In this case, the teacher should encourage the students to write a lot pertaining to recount text and the teacher should teach the students how to write a good text especially in writing recount text and give students chance to practice.
- b. The English teachers should pay more attention on the students' grammatical errors by providing practices on grammatical aspects particularly tense form in writing recount text. In this occasion the English teacher gives correction and clear explanation for the error made by the students in writing of recount text.

2. For the students

The students should learn on how to make a good writing and reading information about writing paragraph and they should practice it frequently. Studying intensively focusing on grammar focus on grammar particularly, tense form in writing recount text. Because tense play an important role to convey and receive the message. It makes the message get across easy.

BIBLIOGRAPHY

- Arryono, S. 1997. *English for Collage Freshmen*. Manila: Rex Book Store.
- Adelheit, M. 2015. "A Study On Grammatical Errors In Writing English Composition" (thesis) Kupang: University Mandira Kupang.
- Corder, S.P.1983. *Error analysis and Interlingua*. London: Milan Press
- Eichelberger, R. 1989. *Disciplined Inquiry Understanding and doing Educational Research*. New York: Longman.
- Erom, K. 2014. "Practical Guidelines for waiting Research Report A. Manual for the subject of research on language teaching". Kupang: Widya Mandira Catholic University.
- Ndelo, Y. 2008. *Error Analysis in Writing*. Kupang: Widya Mandira Catholic University. (thesis)
- Richard J.C. 1984. *Error Analysis Perspective on Second Language Acquisition*. London: Longman Group Limited.
- Sudrayanto. 1993. *Metode dan Aneka Teknik Bahasa*. Yogyakarta: Duta Wacana University.
- Bull, B. 2009. *Oxford Advanced Learners Dictionary*. Oxford: Oxford University Press.
- Dulay. 1982. *An Analysis of Grammatical Errors in Writing Recount Text*". Based on surface strategy taxonomy.
- Corder, S. P. 1985. *Error Analysis and Interlanguage*. Oxford: Oxford University Press.
- Gola. 2008. "An Analysis on Grammatical Errors in the Composition". Kupang: Widya Mandira Catholic University. (thesis)
- Elphia. 2008. "An Analysis of Errors Committed in Writing a Composition". Kupang: Widya Mandira Catholic University. (thesis)