

## V. CONCLUSIONS AND SUGGESTIONS

In this chapter the conclusions of the research and several suggestions are drawn based on the results presented in the previous chapter and in relation to the problem formulated in the first chapter.

### 5.1 Conclusions

In relation to the result of the research in the third grade of class XII.S.1 of SMA N 1 Pringsewu, the conclusion can be formulated as follows:

1. Most of the students at third grade of SMA N 1 Pringsewu still committed all four errors types of Surface Strategy Taxonomy and two errors types of Communicative Effect Taxonomy. It means that although the students were taught English 12 hours in a week, they still had problem with English grammar, especially in simple past tense. In other words, they still made many errors in the use of past tense.
2. The percentage and frequency of the errors (ranked from the types of error that is mostly made by the students) resulted from the students' recount text writing are:
  - a) Based on Surface Strategy Taxonomy
    - 1) Error in misformation is 55.50% (111 items from 200 errors)
    - 2) Error in omission is 21.00% (42 items from 200 errors)
    - 3) Error in addition is 12.00% (24 items from 200 errors)

- 4) Error in misordering is 11.50% (23 items from 200 errors)
- b) Based on Communicative Effect Taxonomy
  - 1) Global error is 13.50% (27 items from 200 total errors)
  - 2) Local error is 86.50% (173 items from 200 total errors)

## 5.2 Suggestions

Referring to the conclusions, the researcher comes to the following suggestions:

1. The English teachers may use information of the types of students' errors as a guidance to evaluate the weakness or progress of the students' ability in learning English, especially in their recount text writing. They pay attention to the errors, analyze them and give proper correction.
2. In order to minimize the students' errors, the teacher should improve the students' knowledge of English grammar by teaching how to form or construct the sentences appropriately and meaningfully, and by telling the functions of the language area themselves. Besides that, the teacher has to set the first priority to the errors the mostly occurred (misformation and local error).
3. The teacher has to give further explanation concerning the different rules that English and Bahasa Indonesia have. It is crucial to the teacher to explain English grammar and compare it with Bahasa Indonesia grammar clearly to the students. This will minimize the influence of the students' native language to construct English sentences.