

## **V. CONCLUSION AND SUGGESTION**

### **5.1 Conclusion**

Most of the students' of class X.2 of SMA YP UNILA Bandar Lampung committed all error types of surface strategy taxonomy. It means that although the students have been taught English 4 hours a week, they still have problem with English grammar.

The percentage and frequency of the errors (ranked from the types of error that are mostly made by the students) committed in their recount text writing based on the error types of surface strategy taxonomy, the highest frequency of errors of the total is misformation 81 errors or 46.7%. The highest students' errors frequency of each error type is misformation of verb that consist of 43 errors or 53%, the second is omission of verb that consist of 14 errors or 20.6%, then the third is addition of preposition that consist of 10 errors or 9%, and the last is misordering of phrase that consist of 9 errors or 100%.

### **5.2 Suggestion**

English teachers may use the information of the types of students' errors as a guidance to evaluate the weakness or progress of students' ability in learning

English, particularly in writing a recount text. They should take the errors into account, analyze them and provide proper correction. Therefore, the teacher can make a correction of students' writing errors, then the teacher advisedly gives it back to them, so they will know their grammatical errors. The teacher also can ask other students to correct them together to make them active and the capable students can share their knowledge to the others. The teacher can give remedial teaching to the students to improve their mastery in writing skill, for example by giving them exercise or homework until they understand the rule of English grammar. Then they are able to apply it in their writing. Besides that, the teacher must set the first priority to the errors that mostly occur.