

## 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

Having analyzed the data of the students' grammatical errors, the writer would like to conclude as follows:

1. All students of class X.I of SMA Negeri 13 Bandar Lampung committed all the four types of errors based on surface strategy taxonomy. It means that although the students have been taught English 6 hours a week, they still have problem with English grammar. In other words they still committed many errors in terms of English grammar, especially in parts of speech and simple past tense.
2. The percentage and frequency of the errors (ranked from the type of error that is mostly made by the students) resulted from the students' recount text writing are:

Based on surface strategy taxonomy

- Errors in misformation : 162 errors or 36.64%
- Errors in omission : 105 errors or 23.59 %

- Errors in addition : 87 errors or 19.55%
- Errors in substitution : 64 errors or 15.56%
- Errors in misordering : 26 errors or 5.84%

The highest frequency of errors based on surface strategy taxonomy is misformation errors (36.64%). This is because the students have not mastered the verbs changes and they still do not understand the past tense pattern. And the students also committed 105 items of omissions errors (23.59%) in which most of the students omitted “be” (was/were) in their sentences and the failure of changing the regular and irregular verbs according to the tense they used. The errors occur in students’ writing because of the influence of the structure in Indonesian language that does not have this pattern. Most errors found in the students’ recount paragraphs writing consisted of misformation, especially in verb forms concerning the tense used. The errors are commonly caused by the difference between their L1 (Bahasa Indonesia) and the target language, L2 (English). The L1 has caused interference in their use of L2 in various grammatical constructions.

3. The percentage and frequency of the errors (ranked from the type of error that is mostly made by the students) resulted from the students’ interview are:

Based on developmental category

- Pre-systematic stage : 210 items (47.92%)
- Systematic stage : 138 items (31.90%)
- Post-systematic satage : 96 items (21.62%)

So, it can be said that the highest errors based on developmental category is pre-systematic stage. The data shows that the type of developmental category which mostly made by the students of class X.1 SMA N 13 Bandar Lampung in grammatical errors is Pre-systematic stage.

4. The errors are mostly caused by main factors, they are: insufficient vocabulary and grammar mastery, interference, lack of knowledge of certain tenses and failure of changing the regular and irregular verbs according to the tense they used.

## **5.2 Suggestions**

The research findings have led to the following suggestions provided to improve students' ability in recount text writing:

1. 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 terms of writing a recount text. They should take the errors into account, analyze them and provide proper correction. The correction of errors should be explained to the students. For example, the teacher should make a list of students' grammatical errors. After that, for instance, if the students make errors in using simple past tense, the teacher should explain again the use of simple past tense until the students really comprehend how to use the tense properly.

2. English teachers should not ignore the errors committed by the students.  
The teacher can give remedial teaching for the students to improve students' mastery in using past tenses, for example by giving them exercise or homework until they understand the rule of past tenses and are able to apply it in their writing. It is suggested that the teachers ask the students to memorize the past verbs especially the irregular verbs because the regular verbs are easy to memorize and to construct.
3. In order to minimize students' errors, the teacher should improve the students' knowledge of English grammar by teaching them how to construct sentences that are grammatically and appropriately correct and by explaining the function of the language itself. Besides that, the teacher must set the first priority to the errors that mostly occur.
4. When teaching grammar or structure, the teacher should consider the different rules that English and Bahasa Indonesia have since based on the interview done, most students said that the rules of Bahasa Indonesia often influenced them in constructing English sentences.
5. The teacher should provide sufficient time for students to practice writing so that they can familiarize themselves with English, and be able to express their ideas or opinions, especially in composing paragraph.