CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the data on the previous chapter, the researcher could make several conclusions. First, the most frequent error is error of selecting type of error. The percentage of this error is 61.70%. In this type of error, students often made wrong choice of nouns, phrase, and tenses.

Second, the least frequent error is error of addition and misordering type of error. The percentage of these type of errors is 6.38%. In addition type of error, students sometimes added noun phrase that is not necessary. In misordering type of error, students made the wrong word order in a tenses. Sometimes, misordering type of error was a mistake to students. It can be seen from student's first writing. Some students put the wrong word order but fixed it in the second writing.

Students often made mistakes and errors because of these several possible reasons. One of the many students' errors indicates the complexity of the English system. Some students made a grammatical error because of the tenses. The knowledge of past tense and past continuous tense got mixed when students made a recount text. This is quite apparent from the comparison of the first and the second compositions.

Other possible reasons are limited vocabulary, limited knowledge of grammar rule, not enough practice, and low motivation in writing recount text. Some students also experienced negligence when they wrote a recount text.

5.2 Suggestions

   After the researcher conducted the research, the researcher would like to give some suggestions related to this result of research. Hopefully the suggestions below could be applied easily in teaching learning activity to decrease student's errors.

Teachers should:

1. create a creative learning activity, especially during online learning to increase students' motivation in learning recount text.
2. give students more exercise to differentiate past tense and past continuous tense

Students should:

1. do some more exercises on past tense and past continuous tense.
2. know their weaknesses in grammar, then learn in that particular area.

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