

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the result of the research, the researcher can be concluded. The types of student errors in writing recount text by tenth-grade students in SMA Muhammadiyah 2 Metro based on surface strategy taxonomy are omission, addition, and misformation.

The researcher made some conclusions as the total number of errors made by students was 84, and the most common errors (frequency and percentage) were based on the taxonomy of surface strategies. The most common errors made by students were misformation errors, with 52 error items (61%). The second error is omissions errors, with 22 error items (26%). The third error is the addition of seven error items (9%), and finally, the least frequent error made by students is misordering errors with three error items (4%).

#### **B. Suggestion**

Considering the result of the research, this research would like to give suggestions as follows:

##### **1. For The Students**

The students should learn and practice more severe in learning English, especially in writing recount text, to develop their knowledge. They can learn through teachers or friends to improve their knowledge of English, especially in writing recount text.

##### **2. For The English Teacher**

The recommendation given to English teachers is that they should not ignore the errors made by students; if possible, teachers should provide adequate correction by using appropriate error correction strategies. Teachers are also advised to hold remedial sessions to teach students how to write recount texts and instruct students how to do them in detail and understand the use of verbs and To Be. According to the research findings, students need help with these items.

##### **3. The other researcher**

In this research, the researcher has completed this discussion about the error analysis of students writing recount text in tenth grade. This research should

be used as comparative research, an illustrative example, or a reference for future researchers. Additionally, future researchers need to identify the factors contributing to students' errors when writing recount texts, which this research has yet to explore.