CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After the data are analyzed, it shows that the eighth grade student of MTs NegeriKunir academic year 2015/2016 made various kinds of error in writing recount text. They made some errors that can be classified into four categories that are addition, omission, misinformation, and misordering. The errors they made are 289 errors.

The most error found in the students' work is misinformation with 142 times of occurrences and 53.18% of percentage. The student made error in forming the words they used in writing recount text. From the analyzed data, the writer found the aspect of grammatical features error made by the students are in the using of simple past tense, and the time connective.

The second highest frequencies of error made by the student with 63 times of occurrences and 23.59% of percentage is addition. It means that the student adds the item that is actually not necessary in forming the sentence. The writer found some aspect of grammatical features errors of addition made by the student are in the using of simple past tense and the using of proper noun.

Error of omission becomes the third highest frequencies of error made by the students in writing recount text with 55 of occurrences and 20.60% of percentage. In this type of error the student omits the item that is actually necessary in making well-formed sentence. According to the analyzed data, the

writer found the aspect of grammatical errors of omission are in the using of simple past tense, the using of proper noun and the using of time connective.

The least error found based on students' writing is error of misorderinng with 7 times of occurrence and 2.62% of percentage. It refers to any incorrect placement of a morpheme or a group of morpheme in a sentence. The error of misordering found in the students' writing are in the using of simple past tense and the using of proper noun.

With those number of time occurrence and the frequency, the writer predicted that the students had difficulties because of two reason. The first is interlingual interference. It means that the student cannot difference the structure of language between their L1 and the structure of L2. The second is intralingual interference. The target language still difficult to be understood by the student. Sometimes, the student confused in applying or using a certain pattern of the target language itself.

B. Suggestion

Finally, the writer came to the suggestion which means that the writer would like to provide some suggestion to everyone who include in the significances of the research in the Chapter 1.

1. For other writers.

    Based on the result of the study, the writer found that the most dominant error made by the student of eight grade in MTs NegeriKunirBlitar wasmisformation which means that the student are still in trouble to memorize the form of some words. It is very important

to improve the student ability in memorizing form of the words used in recount text. Maybe by applying appropriate strategy in improving the student ability in mastering vocabulary would be very useful in the next day.

2. For teachers

In this case, the teacher should aware about the reasons of the error made by their student. As in the finding of the study, the most of error source is overgeneralization. The student may apply the same pattern of a certain form of sentence into another form of a sentence. It means that the student did not understand well about the pattern that they should use. For the teacher, the writer suggests to give the student treatment in understanding about the patterns in the target language first, before they applied it into text or paragraph.

3. For students

Because the interference from L1 cannot be denied, the student have to be able to differentiate the pattern between their mother tongue and target language. By doing intensive exercise, the writer believes that it would be very helpful to the students' ability in understanding the difference between L1 and L2.