CHAPTER V

CONCLUSION

This chapter contains two parts namely conclusion and suggestion. The first part presents the conclusions of this research. The second part presents suggestions intended for the teacher, the students, and further researchers.

5.1 Conclusion

As stated in Chapter I, the objectives of this research are to find the grammatical errors in writing recount text made by the eighth grade students of SMP Islam Raudhlatut Thalibin Jambusari, to describe the sources of errors in writing recount text made by the eighth grade students of SMP Islam Raudhlatut Thalibin Jambusari, to know the percentages of errors made by the eighth grade students of SMP Islam Raudhlatut Thalibin Jambusari.

In this research, the researcher analyzes students' error in their writing of recount text. The researcher analyzes the types of error based on Betty S. Azar classification. Those types of error are singular-plural, word form, word choice, verb tense, add word, omit a word, word order, spelling, punctuation, capitalization, article, meaning not clear, incomplete sentence, and run on sentence. The researcher also analyzes the sources of error based on Brown whom stated that there are four sources of error, but in this research only two sources of error were used namely interlingual transfer and intralingual transfer.

After presenting and analysing the result of this research in the previous chapter, the researcher would like to draw conclusion of this research in this current section:

1. Based on the result of this research, the researcher can conclude that; first, the students made verb tense error as the most dominant. Most of them made error on the verb conjugation in past tense was 133 or 31,74% , especially in irregular verb. Second, the students added a word which inappropriate with English' rules, the error was 77 or 18,38%. Usually, it happened because the students construe the sentence word by word. Third, the error was 42 or 10,02% with the students mostly missed to put punctuation where it needed, especially comma. Fourth, the students chose the wrong word or preposition which led to word choice error, it occurred 41 or 9,79% error. Fifth, the students were unable to differentiate the part of speech between adjective and adverb, it occurred 25 or 5,97% error. Sixth, the students missed to put correct capitalization to the name of places, it occurred 23 or 5,49 % error. Seventh, the students omitted a word which inappropriate with English rules, it occurred 21 or 5,01% error. Eighth, the students used the wrong order of words. Ninth, the students misused the singular-plural rules. The total of word order error and singular – plural error were same, it occurred 16 or 3,82% error. Tenth, the students misspelled some words, it was 11 or 2,63%. Eleventh, the students missed or put the wrong article, it was 6 or 1,43 %. Twelfth, the students cut the sentence which made the idea was

not constructed correctly, it was 4 or 0,95%. Thirteenth, the students wrote sentences with unclear meaning, it was 3 or 0,72 %. The last one, the students run on the sentences where it should be cut, it was 1 or 0,24%.

2. For the source error, the result is 146 or 34, 45% errors are caused by interlingual transfer, and 278 or 65, 57% errors are caused by intralingual transfer.

5.2 Suggestions

Based on the conclusion above, the researcher would like to give some suggestions according to the result of the research.

1. The students should pay more attentions to the English grammar rules. They also need to practice of writing a recount text properly.

2. The teacher should improve the teaching learning process to make students more familiar with the English structures and rules.

3. This research has many weaknesses. The researcher suggests that further researcher should focus on particular aspect of grammar to avoid the wide scope of grammar itself.