

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **5.1 Conclusions**

Based on the first question of the statement of the research it can be conclude that, the types of errors that the students made in written recount text are omission (including omitting to be such as was and were, omitting- d/ed ending in the past participle form, omitting –s in plural form, omitting article ( a, an, the, etc) and omit verb ), addition (including adding preposition in the incorrect place), misordering (including the errors in arranging the words in the sentences), misformation (including misformation in use irregular verb and the failure of using morpheme or structure).

Based on the second question of the research and also the analysis in chapter four, it can be concluded that, the error which dominant occurs is the omission points, half of students made this errors. Students face a big problem when they have to compose a sentence in using to be and article. This is because there are some different rules between English and Indonesia grammar. In Indonesia grammar does not need the use helping verb (to be) and article. And the least frequency is misordering.

## **5.2 Suggestions**

Based on the result of the research above the writer recommends some suggestions for the students should keep study of English grammar to make it familiar in their mind, always memorize irregular verbs to make the correct sentences and study time signals in English. For the teacher, the student's errors show how far they understand about the lesson. The student's errors may also help the teacher anticipate the problem that might be faced by their students. Finally, this research is not being perfect, for the next researcher also able to explore more knowledge to increase the research related with this title.