

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents about conclusion and suggestion based on finding and discussion of the data analysis.

#### 5.1 Conclusion

After conducting the research, the researcher came to the conclusion that there were important information that had been collected from the tenth grade students of SMK Walisongo 2 Gempolin their writing recount text errors using classification of Surface Strategy Taxonomi that proposed by Burth. Krashen, and Dulay published in 1982. Based on findings, the researcher concluded that the tenth students of SMK Walisongo 2 Gempol as the participants contributed found three types of errors they were produced. They were addition, misformation, and omission. The omission errors were showed that the students omitted word which must exist in the “wen”, “identy”, “dcided”, “loked”.The addition errors were occurred because the students not add several elements which are not important in the target word. Misformation errors were happened cause a lot of students failed in formulating regular and irregular verb. The students also executed errors by adding some element which was not reasonable in the target word.

This research revealed about the most of dominant errors on the used action verb in writing recount text produced by the tenth students

were in misinformation. Misinformation errors was showed cause a lot of students failed in formulating regular and irregular verb. The students also carry out errors by adding element which was not reasonable in target word. The percentages of omission error was 18,19%, the addition error was 9,09%, and the misinformation errors was 72,72%.

## 5.2 Suggestion

Based on the findings from this research, there are some suggestion that can be given in relation to the researcher conclusion, the suggestions are For the English teacher, it is expected that the teacher will give correction and more explanation for all of the students when learning process in writing especially on using action verb in writing recount text and part of language feature of the text. English teachers should give the student written task in writing and should be creative in developing teaching-learning activities in the classroom to support her/his students. For the students, it is expected that they have to spare more time to practice writing recount text especially about action verb in writing recount text. The students also more attention about forms in regular and irregular verb when they are use simple past tense. For the further researcher, in order to improve learning process and teaching at SMK Walisongo 2 Gempol, the researcher hopes that it would be researcher focusing on analysis of factors affecting the students weakness in the use action verbs in writing recount text.