

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer presents the conclusion in section 5.1 and the suggestion in section 5.2.

5.1 Conclusion

This study is analyzed the erroneous sentences in using past tense and writing a recount essay. The writer took writing A students' essay in the English Department year 2017/2018 with the total number of subject fourteen essays.

There are two research problems which are discussed in this study (1) to what extent did the students apply the generic structure of recount texts in their essays? (2) What types of errors were found in the use of simple past tense in the recount essay?

To see what the extent the students apply the generic structure of recount essay, the writer chose fourteen students' essays. The result shows 14.29% (2 students) seems to have difficulties in writing introduction. However, 57% (8 students) seems to have difficulties in writing a thesis statement. Then, 21.43% (3 students) seems to have difficulties in writing the chronological order and 57% (8 Students) in re-orientation.

So from the conclusion above the the answer for the first problem is the students already understand and have a good extend in writing recount essay

In addition, to see the errors in the use of simple past, the writer identified the sentences containing past tense and observed whether the sentences contained error or not. From the total 136 errors identified, there are misformation (84.55%/115), addition (9.56%/13), omission (5.15%/7) and misordering (0,74%/1).

So, from the conclusion above the answer of the second problem is the students mostly have an errorneous in misformation

5.2 Suggestions

In this section the writer gives three points of suggestion, (1) the suggestion for the lecturer, (2) the implication for future researcher.

5.2.1 For Teachers and Educators

Recount essays taught in high schools. Knowing the generic structure is the first step in writing a good recount essay. Therefore, English teachers and educators should put emphasis in teaching the generic structure as well as provide enough opportunities for students to practice

Although errors in the past tense are considered as a stage of learning, writing teacher should pay more attention in the students' errors and provide corrective feedbacks. To this way, the students can improve their writing and advance their grammar mastery of simple past tense

5.2.2. Suggestion for Future Research

Understanding the students error in grammar and their mastery of the generic structure in recount essay is the first step in understanding EFL Learners' interlanguage. Therefore future reserch should focus on different

types of essays and their generic structures as written by EFL Learners. This research agenda will broaden the study in error analysis, which is not only about grammatical errors, but also errors in applying the generic structure of text..

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