

CHAPTER V

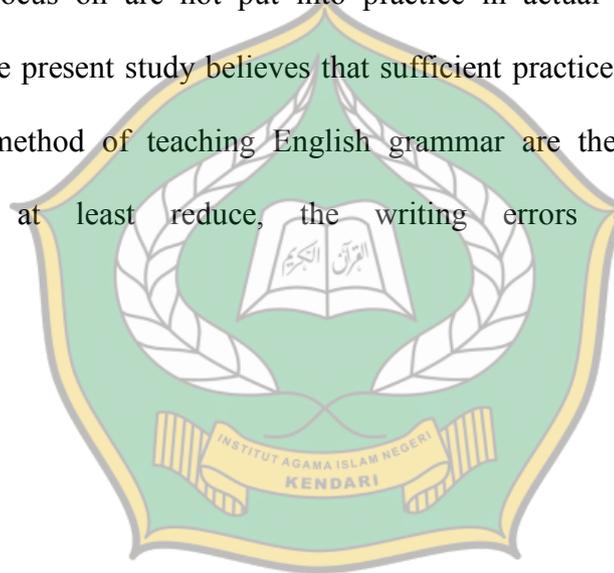
CONCLUSION

5.1 Conclusion

Based on the findings and discussion in this paper. Analysis students' errors in writing were giving a representation of students' writing ability. This research was conducted of Grade X MIPA 1 of SMAN 11 Kendari which begins on February, 18th February 2020 until 10th March 2020. Relevant to the discussion in the previous chapter, it can be said an analysis of students' error in writing recount text is given too many changes to EFL Learners.

In other things, the result from students writing draft showed they have a common error. The research findings show that there were many types of error, especially in omission error. As the study has presented the findings and discussion an error in writing, specifically EFL learners do commit errors with the differential type of omission error. In students' writing sundries errors have researcher found namely; Omission of articles, omission of preposition, omission of apostrophe, omission of auxiliary, omission of countable and uncountable nouns. Students are not aware and have omitted several words on the sentences.

To sum up, There are five types of errors made in students' recount text writing based on the data which is collected in this research. So, the most common errors which students made in Recount Text at X MIPA 1 SMA Negeri 11 Kendari is omission of auxiliary with percentage 37 %. Above all, it is important that one should ask why all these errors occur, and how one can get rid of them. In fact, the teaching/learning situation in this school reveals that thei students do not practice enough writing in and out of the classroom, and that the grammar rules their teachers focus on are not put into practice in actual writing. Thus, the researcher of the present study believes that sufficient practice of English writing and a proper method of teaching English grammar are the best solutions to eliminate, or at least reduce, the writing errors of the students.



Additionally, in order to reduce the errors students should be encouraged to speak English at home and with their friends, as well as being taught more effectively the rules and conventions of writing. Writing is a skill acquired only through practice. It is like sport, an activity that can be improved through practice (Andrews, 1999), and through ‘the exposure to written text in a natural process of communication rather than grammatical and rhetorical rules on writing’ (Leki, 1992, p. 17).

Therefore, our students need much practice in writing. Further, it is hoped that the results of this study will enable teachers to examine their error correction practices from the learner’s perspective, so that they will adjust their techniques, if necessary, to cater to the needs of their students.

The researcher would like to restate that EFL writing instructors need to remember that students are to be treated with sensitivity and consideration. Further, they should remember that they are not error hunters, but that their job is to create a non-threatening classroom by convincing students that they can write, that writing can be learned, and that nobody’s writing is perfect. Thus, criticizing students’ composition should be avoided, and praising them is vital.

Such praise will create trust through which we, as EFL writing instructors, will learn from our students. They have a lot to say and write. We must trust that our students will write and write and write, and it is writing that makes them feel brave, enhances self-esteem and confidence, increases positive feeling, and makes them think of themselves as writers.

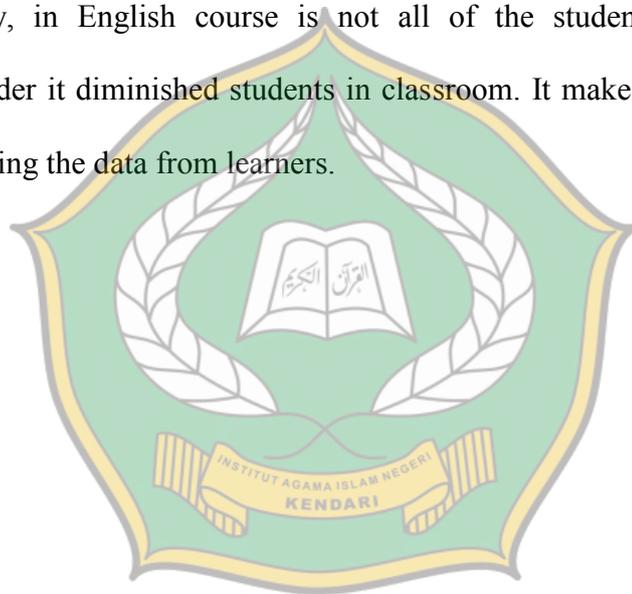


5.2 Limitation

The researcher found some problems in this research to get the data in the school since researcher was teaching. Begin the first meeting until the last meeting in classroom activity.

Firstly, several of students in classroom did not do the task from the teacher. They have other reason to inform to the teacher. Basically, this research would be better if all of the students do their assignment.

Secondly, in English course is not all of the students be present in classroom in order it diminished students in classroom. It makes researcher to be difficult for getting the data from learners.



Thirdly, researcher lack of documentation in classroom such as a moment to give feedback for students in classroom. Lastly, limited time. This limited time is not enough to give feedback for all of the students who do the task, because the time that available for each course are 45 minutes.

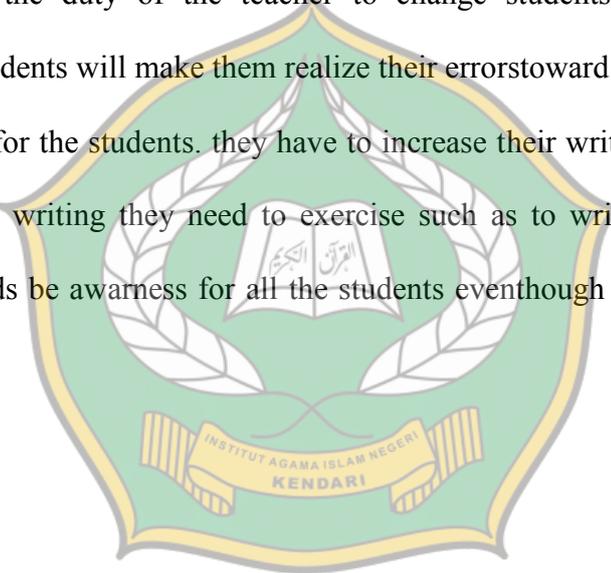


5.3 Recommendation

Basically, this research has more important rules that should be approving especially for the teacher, students and also the other researcher. Based on the result of discussion above, several suggestions are presented in an analysis of students' error in writing recount text. Some suggestion or recommendation for this research namely:

Firstly, for the teachers, they need to pay attention the students' writing ability. This is the duty of the teacher to change students' writing. Giving feedback for stuedents will make them realize their errorstoward writing.

Secondly, for the students. they have to increase their writing every day. To increse students' writing they need to exercise such as to write a daily activity everyday. It needs be awarness for all the students eventhough it makes them are bored.



Lastly, for other researcher, they need to comprehend about writing and know all of the types of errors. To comprehend it other researcher will be easy to analyse students' writing.

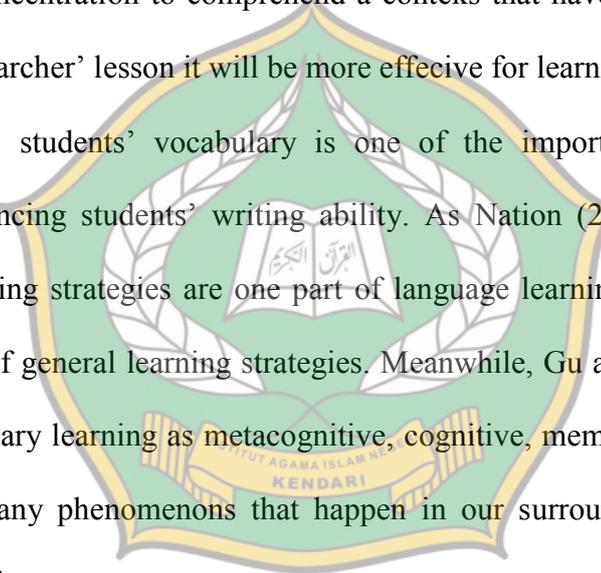


5.3 Pedagogical Implication

Based on the result of discussion above there are some suggestions that presented in analysis of students' error in writing recount text. Moreover, in this study has benefit for other people. Especially, for students, for educational institution teacher and readers. There are many things which teacher need to pay attention in classroom such as;

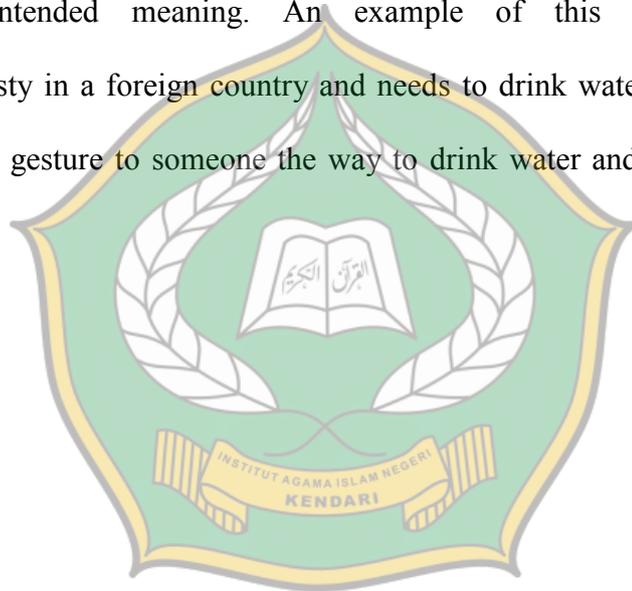
Firstly, students' attention in classroom when researcher was teaching. They need to concentration to comprehend a konteks that have taught by teacher. By listening researcher' lesson it will be more effective for learners..

Secondly, students' vocabulary is one of the important skill for EFL learners to enhancing students' writing ability. As Nation (2001) assumed that vocabulary learning strategies are one part of language learning strategies which in turn are part of general learning strategies. Meanwhile, Gu and Johnson (1996) said that vocabulary learning as metacognitive, cognitive, memory, and activation strategies. So many phenomenons that happen in our surround about students' weakness in writing.



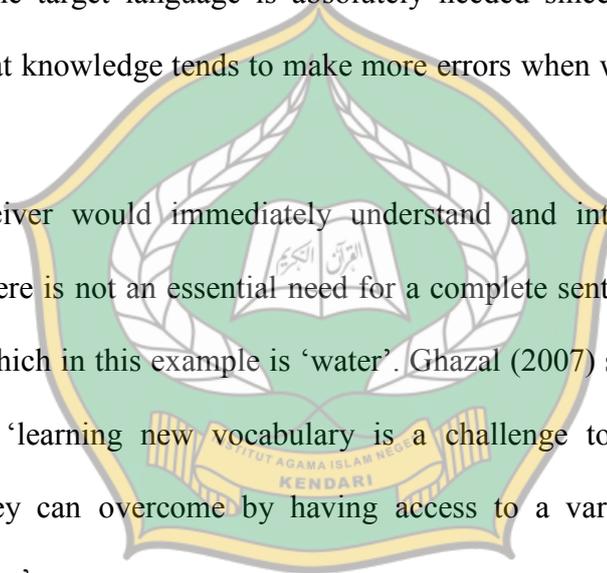
Thirdly, students learn in pairs in classroom. Basically, teacher has the important influence for students but students need to more active to split a problem or doing discussion with students' partner to share each other.

Lastly, awareness to use a dictionary. To help students in writing the use of dictionary is very important for students because it facilitates them to create new sentences. As Riankamol (2008) explains that vocabulary are the building blocks of a language since they label objects, actions, ideas without people cannot convey the intended meaning. An example of this point is, when someone is thirsty in a foreign country and needs to drink water, one just has to ask someone or gesture to someone the way to drink water and just say 'water'.



Very limited knowledge of English grammar and vocabulary leads the writers to commit errors (Silva, 1993; Olsen, 1999; Weigle, 2002). The data from the interview confirm that Thai EFL students' knowledge of English grammar and vocabulary need to be improved. The participants of the study expressed that their grammar and vocabulary knowledge of English was inadequate to make a good piece of writing. From the researcher's point of view, to successfully help EFL or ESL learners write better in English, complete grammar and vocabulary knowledge of the target language is absolutely needed since a writer with the deficiency of that knowledge tends to make more errors when writing in the target language.

The receiver would immediately understand and interpret that one is thirsty. Thus, there is not an essential need for a complete sentence to be said but just one word which in this example is 'water'. Ghazal (2007) sums up eloquently by stating that 'learning new vocabulary is a challenge to foreign language students but they can overcome by having access to a variety of vocabulary learning strategies'.



Writing is often also a solitary activity, lacking the interaction, and dialogue with others with social interactionis theoriest such as Vygotsky considers crucial for learning (Willian & Burden, 2000).

