

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

From the analysis conducted on writing errors in recount texts by students, it can be concluded that substitution and omission errors dominate the frequency of identified grammatical mistakes. Students, especially those from tenth-grade IPAS1, require focused educational guidance and intervention to enhance their skills in writing recount texts. The hierarchy of errors provides a clear insight into specific aspects that need particular attention, with substitution errors being the top priority, followed by omission errors. The students made errors in Errors of omission, some elements are omitted where they should be presented, Errors of addition, some elements are added where they are not needed, Errors of misformation, the wrong items have been chosen in place of the right one. Errors of misordering, the elements presented are wrongly order.

The researcher drew the conclusion that in the context of this study, omission errors accounted for the highest percentage at 21 %, followed by addition errors at 9 %, substitution errors at 66 %, and permutation errors at 4 %. Therefore, the author concludes that of the various types of errors made by students, substitution errors are the most dominant factor in the overall observation. Reason of most error omission the tenth grade students at SMA indrapuri namely lack of attention, planning mess, time limitation, lack of understanding, and lack of motivation.

#### 5.2 Suggestion

**Teaching Material Development:** Educators can design teaching materials that focus on understanding sentence structure, correct word usage, and translation techniques. These teaching materials should be tailored to the needs of tenth-grade Science (IPAAS1) students. Teachers should then update the teaching materials. The more engaging the material, the more students will be interested in learning English. The material must be relevant to current situations and conditions.

**Structured Practice:** Students need structured practice that fosters an understanding of the concepts of substitution and omission errors. This practice can include proofreading, text analysis, and comparing sentence structures in Indonesian and English. This way, they will know what needs to be changed, improved, and prepared to enhance their writing skills.

**Individualized Feedback:** Providing individualized feedback on common errors students make can help them understand and address error patterns and should improve the quality of their teaching and learning methods. These methods should be tailored to the students. Educators can provide specific examples and provide tailored guidance for each student. Furthermore, educators should provide students with more knowledge about writing and recount texts.

**Use of Educational Technology:** Leveraging educational technology, such as online platforms or learning applications, can be an effective means. They can be used to provide interactive exercises, automated assessments, and additional learning resources.

**Regular Progress Monitoring:** Educators should engage in regular monitoring of students' progress in addressing writing errors. Routine evaluations can offer insights into the effectiveness of learning strategies and assist in adjusting approaches as needed.

**Collaboration with Peers:** Collaboration between teachers of Indonesian and

English subjects can enhance students' understanding of the differences in the language structures of the two languages. Better understanding can help students avoid translation errors and produce better-written texts.

