

## CHAPTER V

### CLOSING

#### A. Conclusions

Based on the finding and discussion in the previous chapter, it can be concluded that the types of errors made by the eighth grade students of Mts Swasta Darul Arafah Pangkalan Berandan on using simple past tense in writing recount text are omission error (80 errors or 29%), addition error (62 errors or 23%), misinformation error (109 errors or 40%), and disorder error (23 errors or 8%).

In addition, according to the chart in the previous chapter, the most dominant error made by eighth grade students of Mts Swasta Darul Arafah Pangkalan Berandan on using simple past tense in writing recount text is misinformation with 109 or 40% of total errors. This type of error became the most difficult type of writing recount text.

Finally, there are some reasons why the students made errors on using simple past tense in writing recount text, namely interlingual transfer, intralingual transfer, and context of learning. In interlingual transfer, many students still carry their mother tongue habits to the target language which can cause them to make many errors in their writing; in intralingual transfer, the students tend to overgeneralize from the rules they have learned so that they fail to produce the correct sentences according to the English standard rules; and in context of learning, the errors happened because their teacher rarely asks them to write and compose their own texts using the target language and the teacher also still lacks creativity in teaching English. These make students unfamiliar and uninterested with the target language, so they will be less knowledgeable about the correct word structure in the target language, which will eventually make them commit many errors in their writing.

## **B. Suggestions**

Based on the conclusions above, there are some suggestions suggested by the researcher:

1. The researcher suggests the teacher to give the students extra practice to make them able to use the simple past tense well in writing recount text.
2. The researcher recommends the teacher not to give the translation material too often to avoid the various types of errors in students' writing.
3. The researcher suggests the teacher to be more creative and develop the new strategies in teaching recount text.
4. The researcher suggests the students to get rid of their mother tongue habits so there are not too many types of errors occur in their writing.
5. The researcher recommends the students to practice more often to write their own writing, especially writing that contains simple past tense.
6. The researcher suggests the students to use this study as one of their guides to understand simple past tense and recount text more deeply.
7. The researcher suggests the further researchers to use this study as one of their references to arise another interesting phenomenon in the other aspects of grammar.