BAB V

CLOSING

A. **Conclusion**

The researcher analysed and classified the errors found in the recount text based on the surface structure taxonomy in the five types of omission, addition, misformation, misordering, and blends. Omission was errors that are indicated by the absence of an item that should be in good and correct form. The male student made 30 errors of omission and female students made 17 errors of omission. Addition was error that indicated by the presence of an item or element that should not appear in good and correct form. The male students made 10 errors of addition and female students made 3 errors of addition. Misformation was characterised by the use of the wrong morpheme or structure the male students made 43 errors of misformation and female students made 36 errors of misformation. Misodering was characterized by incorrect placement of a morpheme or group of morphemes in a speech or utterance. The male students made 2 errors of misordering and female students made 2 errors of misordering. Blends is an error made by two alternative grammatical forms to produce mixtures become ungrammatical and misspelling. The male students made 11 errors of blends and female students made 5 errors of blends.

The second, the researcher found the dominant errors in recount text made by the male and female students were misformation errors. The male students were 43 errors and the female students were 36 errors. The third, the researcher

found the causes of error were carelessness, first language interference and translation.

B. **Suggestion**

Based on the conclusion of the study, some suggestions are offered for English Lecturers, students, and future researcher.

1. For lecturers, as an educator who teaches English, of course, must know the abilities possessed by students, especially in writing. This study will enable teachers to choose the right teaching strategy for their students while teaching writing classes.

2. For students, as a tool to motivate students in writing an essay well, especially recount text. The students should learn more about English grammar practically.

3. For future researchers, the researcher recommended to explore more about research findings which related to the problem of this topic. These results can be additional source in conducting error analysis in other English text genres such as recount, procedural, narrative, descriptive and expository texts.