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## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This study was conducted to find out what types of errors made by students at State Junior High School 1 Kandis, Siak Regency. Based on the analysis of the data in the previous chapter, the researcher draws some conclusions as follows:

The percentage of students' errors in writing recount text at omission type was 27%, the percentage of students' errors in writing recount text at addition was 15%, the percentage of students' errors in writing recount text at misordering was 16%, and the percentage of students' errors in writing recount text at misformation was 42%.

It can be concluded that the highest frequency or the most grammatical errors did by the VIII.A grade students at state Junior High School 1 Kandis, Siak Regency was misformation type was 159 or 42% errors. Next was Omission which has 102 errors or 27%. After that, there was misordering on the third position type take 60 of the total errors or 16% errors. Finally, addition has the lowest frequency of errors the sum of 55 errors or 15%.

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**B. Suggestion**

Teacher is one of the most important factors in teaching learning. The teacher actually who are the actor behind teaching learning process, therefore researcher would like to suggest as follows:

1. For the teacher
  - a. The teacher should explain recount text briefly to committed sure that students understand it.
  - b. Teachers must be able to motivate and support the students in writing class with the interesting media.
  - c. Teachers should not only give mark on students' writing but also they have to give feed-back on it. It is in the form of correction toward their writing;
  - d. Because there were many errors found in students' writing recount text, grammar should be thought implicitly.
2. For the Students
  - a. Students should did more practice recount text at home to made their writing was better.
  - b. Students should get familiar with dictionary and correct used every word.