CHAPTER V
CONCLUSION

This chapter deals with three parts namely conclusions, implications, and suggestions. The first part presents the conclusions derived from the study. The second part presents the implications of the study. The third part presents recommendations and suggestions intended for the teacher, the students, and other researchers.

5.1 Conclusion

There is a main research question to answer this study. The research question is about the common types of grammatical errors. Based on the findings and discussion in the previous chapter, the following conclusions are drawn:

This research shows that many errors often occur in student writing. This study, however, focused exclusively on the four prevalent mistakes encountered among students, particularly word usage, punctuation, capitalization, and word selection.

Grammar was found to be a significant issue for EFL learners. Many of them struggled with using past tense (verb II) correctly. This problem stemmed from their lack of knowledge or forgetting the past forms of verbs. Consequently, their written recount passages often contained grammatical errors related to tense usage.

Vocabulary was another prominent problem identified in the study. EFL learners exhibited laziness in utilizing a dictionary and instead relied on online translation tools like Google Translate. This dependency on online translation hindered their ability to remember and appropriately incorporate vocabulary into their writing.

Furthermore, some participants had difficulties in elaborating and organizing their ideas, resulting in paragraphs lacking unity in terms of content. They failed to consider the overall organization of their written recount passages, neglecting to include a proper conclusion in some cases.

Researchers obtain data from student writing from the recount text. The researcher asks students to write in three drafts. In this case, the teacher's correction increases students' writing where they have more errors to smaller errors. That's the mistakes students get by researchers. That can assume that the students were getting better after being given a correction. Furthermore, the study revealed that several EFL learners struggled with capitalization, punctuation, and spelling. These issues harmed the overall quality and readability of their written recount passages.

Capitalization errors were commonly observed, with students failing to capitalize proper nouns, the first word of a sentence, and the pronoun "I." This lack of attention to capitalization rules resulted in a lack of clarity and professionalism in their writing. Then, punctuation was another area of difficulty for EFL learners. They often struggled with using punctuation marks such as commas, periods, and quotation marks correctly. As a result, their sentences lacked proper structure and failed to convey their intended meaning effectively.

Spelling errors were also prevalent among EFL learners. They frequently made mistakes in spelling common words and struggled with homophones and irregular spellings. These spelling errors further hindered the clarity and coherence of their written recount passages. To address these issues, explicit instruction and practice in capitalization rules, punctuation usage, and spelling

should be provided to EFL learners. Engaging them in activities that focus on these specific areas, such as proofreading exercises and spelling drills, can help improve their writing accuracy and overall language proficiency. Additionally, incorporating technology tools like spell-checkers or online dictionaries can assist learners in identifying and correcting spelling errors.

5.2 Pedagogical Implication

The findings in this study indicate that the researcher uses the common errors or corrections to the teacher in student writing in giving the common errors directly or indirectly. So for direct feedback, the teacher uses a repetition model in which the teacher shows the error form of the student's error and shows the correct form, and explains. And can be confirmed at the same level, for indirect feedback teachers use 4 types of points to be identified, in improving their writing.

Corrections are obtained by students to improve their writing skills. because students realize the mistakes they made, and they will correct them better after giving feedback. So this is where researchers can see feedback about similarities (direct and indirect). And it can be stated that L2 in students will write better because it will look good after students get a correction.

5.3 Recommendation

Following the completion of this study, the author intends to offer recommendations about the findings of the investigation, to enhance the educational experience within the classroom. Consequently, the following suggestions are presented in the hopes that they may be implemented to foster improvement in the teaching and learning processes:

For the Teacher

1. The teacher increases feedback after connecting and analyzing their error in writing. It aims to be a guideline for the students to correct their writing. Then, the students also required should be asked their teacher about their writing text in terms of error use.

2. The teacher must also verbally correct students 'mistakes in the next meeting after he gives the results of students' writing. This can help students better understand and pay more attention to their writing errors.

3. The teacher must be more careful about the errors in words made by students. Because sometimes some mistakes are not noticed by the teacher.

4. The teacher must motivate and control their students to keep learning and writing thought about the difficulties they found during the process of learning writing.

For the Students

1. The students have to pay attention to some aspects that are difficult for them when they write the recount text

2. The students have to do more exercises in practicing writing recount text.

3. The students should be active to write and revise their work to get better skills in writing.

4. The student becomes more have paid more attention to the types of errors in writing and learned more about the writing text, especially capitalization, and tenses. The student would be able to use exact placement and the use of

common to make their writing correct and good. Furthermore, the teacher is more concerned with checking students' writing.

For the other researchers

The problems that arise related to this research that can be investigated in further research are explained below:

1. Some students claim that the teacher's written correction is sometimes unclear. And other researchers can investigate the best and most effective way in providing corrections for teachers to improve their writing skills.

2. Other research can also investigate the best way to avoid the same text in student writing because there are so many titles that are the same and contain students' writings to each other as well.