

Chapter 5

Conclusions and Suggestions

In this chapter, the researcher presents the conclusions and suggestions. The explanations of each point are presented below:

Conclusions

Based on the result of this research, it can be seen that mostly students are produced problems in their writing recount text notably about grammar. Students still confuse in using tenses, word choices, and word order. However, there is one problem that must be paid attention by the teacher is fragments problems.

Fragments are an incomplete sentence. It is influenced by their mother tongue. It is because students wrote from Indonesia to English. In this case, there are 126 problems of fragments that students produce in writing recount text. It consists of three kinds of fragments, such as dependent clauses as fragments, phrases as fragments were, and separated fragments. The most problems fragments that students produced are phrase as fragments. The second one is dependent clause as fragments. The minor problem fragments that students produce are separated fragments.

A phrase is a part of sentence, but it stands without subject and predicate. This research finds that students write a sentence without subject and predicate. Thus, it makes their produce phrase. In this case, there 3 types of phrases that the researcher found in students writing recount text, those are; noun phrase are 12 problems, verb phrase are 46 problems, and adjective phrase are 14 problems. A

noun phrase is determined by pronoun and articles. In addition, pre head modifier of noun phrase is usually an adjective (A), and noun, and the post modifier of noun phrase is preposition phrase and noun phrase. While, a verb phrase consist of verb, and it follows by noun phrase (NP) and prepositional phrase (PP). In addition, adjective phrase consists of an adjective which the pre-modifier is always an adverb phrase, and the post-modifiers can be an adverb phrase, a prepositional phrase, or even a clause. All of those problems above do not consist of subject, and also predicate. While, in writing, a sentence must have a subject, predicate, and object. Thus, it should be put a subject and predicate to complete a sentence.

In dependent clauses as fragments, there are 52 problems that appear in students writing recount text. It consist of 5 types of dependent clauses or subordinate clause or adverb clauses, those are; subordinate clause or adverb clause of time are 26 problems, purpose are 7 problems, reason are 17 problems, condition is 1 problem, and supposition or concessions was 1 problem.

The last problem of fragments is separated fragments are 2 problems. Separated fragments are problem that caused by students who put a period in the middle of sentence. Thus, it makes students problem fragments specifically separated fragments in their own writing. In this case, a period is not put in the middle of sentence, but it put in the end of sentence. Therefore, to correct these problems, students must put a period in the end of sentence not in the middle of sentence.

Suggestions

Based on the research conclusion above, the researcher would like to present some suggestions:

Firstly, the result of the data analysis shows that most of students made a lot of problem fragments in writing recount text. Thus, it is expected to the teacher should be more pay attention to the students' problem fragments in writing.

Besides that, the teacher also must pay attention to the students' problem in using tenses, punctuation in writing, and word order in a sentence. The teacher also should be given more practice and correction to the students in writing English in order it can be improved students' ability in writing and alleviate their problems in writing specifically fragments. In addition, the students must continue practice in writing English specifically in writing in order they can be familiar with English specifically writing. They also can realize their problems that students produced in writing specifically fragments, write well based on the grammatical rules and they can avoid the fragments in their own writing. Furthermore, this research can give information to the reader about problem fragments in writing. The last, the researcher gives the contribution to the continue researcher to improve and complete the lack in this research, in order to be better and be useful for other in the future.

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