

CHAPTER V

CONCLUSSION AND SUGGESTION

This research has attempted to analyze text organization error and grammatical errors in writing a paragraph faced by the tenth-grade students of SMKN 4 Garut the year 2024/2025.

In this chapter the researcher gives the conclusion and suggestion based on the findings.

▪ **Conclusion**

Based on the previous findings and discussion the researcher conclude that the difficulties faced by the tenth-grade students of SMKN 4 Garut in writing recount texts are multifaceted, encompassing structural, grammatical, and mechanical challenges. Structurally, students often fail to produce complete and coherent recounts, with particular weaknesses observed in drafting clear orientations, effectively sequencing events, and crafting meaningful reorientations. These challenges align with established theories on recount text generic structures and highlight a need for focused instructional support, especially in teaching reflective conclusions.

Grammatical difficulties, primarily related to verb tense consistency, irregular verb forms, article and preposition usage, and pronoun errors, significantly hinder students' ability to produce clear and coherent recount texts. These findings corroborate earlier research emphasizing the pervasive nature of grammar errors in recount writing and suggest that grammatical precision is critical for narrative fluency.

Mechanical errors involving punctuation, capitalization, and spelling also reduce the overall readability and coherence of student writing, underscoring the importance of integrating mechanical skills into writing instruction.

Collectively, these findings stress that while students may have a foundational understanding of the recount text structure, their writing quality is compromised by ongoing grammatical and mechanical weaknesses. Effective

improvement in recount writing necessitates comprehensive and integrated teaching approaches that combine explicit grammar instruction, structured writing practice, and attention to mechanical accuracy.

This research adds to existing knowledge by validating recognized challenges and highlighting areas where instruction is lacking, specifically in the areas of reorientation development, structured grammar instruction centered on verb forms and function words, as well as cohesive error correction methods. By tackling these shortcomings through focused teaching strategies, students will be better prepared to excel in writing recounts both in academic settings and real-world communication scenarios.

This conclusion supports and builds on previous research that has similarly pointed out content, structure, grammar, vocabulary, and mechanics as significant challenges in recount writing. However, it stresses the essential need for comprehensive teaching methods that simultaneously address these aspects.

▪ **Suggestion**

After concluding this research, the researcher has some suggestion for the students, the teachers and the other researcher.

1. The researcher suggests for student of SMKN 4 Garut to more pay attention of english because today english is very important.
2. The researcher suggests for teacher to care more the student future to use more strategies for teaching make the classroom lives. Student as the priorities that student will have better english achievement.
3. The researcher suggests for head master of SMKN 4 Garut in implementation the vision, that of determining the direction, and that make an agent of change.