

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

This chapter presents the conclusion of the whole analysis and some suggestions for future studies.

#### **5.1 Conclusion**

Before conducting this research, the writer realized that it is important to know how to use prepositions in each sentence correctly and how difficult it is to use proper prepositions due to the complexity of prepositions, even for students at university level. These reasons are why the writer was interested in conducting this research.

The writer conducted the research based on two research problems. The first research problem is "What types of preposition errors are made by the students from Writing I class of the English Department in their recount text?". The second research problem is "What are the types of preposition on which the Writing I students of the English Department often made errors?"

Based on the first research problem, the result of the research has shown that there are four kinds of error on the use of prepositions in the recount text compositions made by the Writing I students of the English Department of Widya Mandala Catholic University Surabaya in the academic year of 2014/2015. They are errors of addition, errors of omission, errors of misordering, and errors of substitution. The writer finds that the most frequent errors made by students are errors of substitution with 40 occurrences (67,8%), followed by errors of omission as the second with 10 occurrences (16,9%) and errors of addition as the third with 9 occurrences (15.3%), and errors of misordering as the last with no errors (0%).

Based on the second research problem, the students made the most errors in prepositions of place with 20 errors (33,9%), followed by prepositions of time with 18 errors (30,5%) in the second place, prepositions of agent with 15 errors (25,4%) in the third place, prepositions of direction with 6 errors (10,16%) in the fourth place, and prepositions of instrument with no errors (0%) in the last place.

With these findings, the result of this study is intended to be an input both for teachers and for students. Teachers can know what kind of preposition errors the students do the most and it can be an input in his/her teaching. Teachers can teach that preposition to the students to prevent any further confusion. Students are expected to improve their understanding in using prepositions in their writing composition by reading the result of this study. Students also can realize which preposition errors they usually make and avoid making those errors. They can learn from doing exercises about prepositions.

## **5.2. Suggestions**

Before ending this research, the writer would like to give some suggestions that may help teachers in their teaching approach and students. There are two problematic problems which the writer wants to give suggestions to. They are confusing prepositions and L1 interference.

About the first problem, which is about confusing prepositions, the writer would like to give suggestions in the teaching of prepositions of time. The students are always confused

when to use "on", "in", or "at" prepositions in the sentence. The teachers should explain the rules when to use them in a sentence. The writer chooses the sentence "On the second semester, i joined EDSA" as an example. In this sentence, the right prepositions should be "In the second semester" instead of "On the second semester". The teacher should tell the students to pay attention at the verb whether it is a date, a year, or the other time signal and tell them the prepositions' use for each time signal.

About the second problems, which is about L1 interference, the writer would like to suggest that teachers should emphasize the difference between Indonesian and English in their teaching approach. In their compositions, the students often say "I am proud to myself" instead of "I am proud of myself". The students wrote that sentence because they wanted to say "saya bangga terhadap diri saya" and as we know, the english of "terhadap" is "to". Although it sounds correct to the students whose first language is Indonesian, it should be explained that it is wrong.

Finally, the writer realizes that this thesis is still far from being perfect and hopes that this thesis can be useful and also give contributions to the teaching of English, especially the teaching of

prepositions. In this study, the writer has made use of the contributions from two triangulators. For similar researches in the future, the writer urges that this be maintained in such a way future researchers are able to have a second opinion if some contradictory opinions arise.

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