**CHAPTER V**

**DISCUSSION**

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From the data analysis result, it is found that misformation errors defined as the type of errors with the highest frequency. Misformation errors make up about 10,2 % of all errors found in the students’ sentence. Dulay et.al (1982) state that errors omission is found in a greater abundance and across a greater variety of morphemes during the early stage of second language acquisition. While, in intermediate stages, when learners have been exposed to use the language, other types of errors also occur. Yet, misformation may present in a high frequency. The abundance of misformation errors can be due to the students’ lack of vocabulary and knowledge of the target language structure rules. The students might already know, and intend to express certain idea and meaning, but because of their lack of knowledge of the target language structure rule, they may omit certain item that must appear in a well-formed sentence. Even though any morpheme or words in a sentence is a potential candidate to be omitted, language learners omit grammatical morphemes much more frequently.

From the findings, the learners know that the highest misformation errors in using preposition of *on*. The example of this misformation error can be seen in the sentence “Someone is knocking on the door”. This error might happen because of the wrong use of preposition. It is due to the archi or alternating form which use the preposition *on* in the sentence. The reconstruction form of the sentence should be “Someone is knocking at the door”. The next type of misformation errors is the misformation errors in using preposition *at*. It can be seen in the sentence “There is dirty at your nose”. The sentence is incorrect because the use of preposition is wrong. It is due to the archi or alternating form which uses the preposition *at* in the sentence. The reconstruction form of the sentence should be “There is a dirty on your nose”. Then the next type is misformation in using preposition *in*. It can be seen in the sentence “The telephone and door bell rang in the same time”. The sentence is incorrect because of the ill-use of preposition. It is due to the archi or alternating form which uses the preposition *in* in the sentence. The reconstruction form of the sentence should be “The telephone and door bell rang at the same time”.

The second most frequency occurring errors is addition errors (10 %). This addition can be seen in the sentence “The sun shines on everyday”. The reason for this might be because of the presence of preposition *on*. The construction form of the sentence should be “The sun shines everyday”. The other type of addition errors is the addition error in using preposition *in*. It can be seen in the sentence “My father went to Kediri in last week”. The reason of this might be because the presence of preposition *in*. Then the addition error in using preposition at. The example can be seen in the sentence “They got married at this year”. This sentence is ill-formed because there is a simple addition is the presence of preposition *at.*

The third most frequency occurring error is misordering error (9 %). The example of this misordering error is “I usually go on every Monday”. The sentence is grammatically incorrect. It is due to the misplacement of preposition on which should be placed before the word of “Monday” while the word “evening” should be placed after the word”Monday”.

The type of errors that occur the least frequency is the Omission errors (8, 1 %). This omission can be seen in this sentence “The girl is standing the corner”. The reconstruction form of the sentence should be “The girl is standing at the corner”. The other type of omission errors is the omission error in using preposition on. It can be seen in the sentence “The picture is the wall”. The reconstruction form of the sentence should be “The picture is on the wall”. Then the omission errors in using preposition *in*. The example can be seen in the sentence “The Eiffel tower is Paris”. The reason of this might be because the presence of preposition *in*. The reconstruction form of the sentence should be “The Eiffel tower is in Paris”.

According to Brown (1982), errors also arise from several possible general sources. The two sources of errors are “interlingual and intralingual transfer”. They seem to explain the errors students made in this study. Interlingual transfer refers to the second language acquisition than reflects native language structure. Richard (1974) defines intralingual errors as those “which reflect the general characteristic of rule learning, such as faulty overgeneralization, incomplete application of rules, and failure to learn conditions under which rules apply. “Errors may therefore occur as a result of such intralingual interference. This involves an application of general learning strategies similar to those manifested in the first language acquisition.

Besides knowing the frequency of preposition errors, the causes of errors is done by the students because they always get the difficulty to apply to correct preposition in their sentences. After they pass on the class, they seldom study it again; they just study it when they need it. The students are expected to be able to use good English sentences, suitable meaning and the appropriate grammar and structure. Theoretically, they say that they have motivation to learn more about grammar especially preposition in improving English. On the other hand, practically, they are less of desire at least to support them to concern more the important of preposition. Another that, they are lazy to accustom in practice using preposition *at, in, and on*, and they are less of consciousness in learning English grammar especially preposition even it is very important to use.Actually, the families are also important to encourage them in learning English but they think that the students are able to overcome their problem without families’ support. While for the concerning families, it can make sure that the students at least are able to produce the target language as well as they can. So that the students want to dig their ability in order to develop the broad knowledge in grammar features.

The students do not join in such English educational to support their ability in improving English but when they study of grammar they enjoy it because they can learn together. Whatever difficulties they found, it can be discussed in their class. Their environment also does not support their activity with one another does not respond well.

The finding of this research indicates the students have difficulties to use the correct prepositions (*at, in, and on*). They also indicate the students’ mastery and stage in the process of learning the target language.