**CHAPTER VI**

**CONCLUSION AND SUGGESTION**

This chapter presents the conclusion of the research findings and suggestion to a number of parties in relation to the teaching and learning of English structure.

1. **Conclusions**

In this study, there are 862 errors. The errors are classified based on the surface strategy taxonomy proposed by Dulay et, al. The errors are classified into errors of omission, addition, misformation, and misordering.

The error of misformation is type of error with the highest frequency. Error of misformation found in this research consists of misformation in using preposition of *on* (10, 2 %), misformation in using preposition of *at* (9, 6 %), and misformation in using preposition *in* (7 %).

The second highest occurring error is Addition errors. Addition errors found from the data are addition error in using preposition of *on* (10 %), addition error in using preposition of *in* (7 %), and addition error in using preposition of *at* (7 %).

The third most frequently occurring error is Misordering error. Error of misordering from the data are misordering error in using preposition of *on* (9 %), misordering error in using preposition of *at* (8, 7 %), and misordering error in using preposition of *in* (8 %).

The type of errors that occur least frequently is the Omission errors. Error of omission consists of omission error in using preposition of *at* (8, 1 %), omission error in using preposition of *on* (7, 7 %), and omission error in using preposition of *in* (7 %).

This finding is in line with Dulay et, al (1982: 162) state that like addition errors, misformations indicate that some learning has transpired and that barring certain attitudes or environmental circumstances, the learner uses his or her way to apply the use of preposition in target language proficiency. Based on the discussion of the findings presented in the previous chapter, it can also be inferred that in general, the errors found seem as a result of interlingual and intralingual inference.

If it is traced error analysis theory, the result of this study shows that the prepositional errors in the sentences of the class VIII-A at SMPN 5 Trenggalek still have problems constructing English sentences. The uses of preposition *at, in, and on* are their major problem.

The students make errors are caused in several factors: the background of the learners/students, the bad habit that is lazy in attempt to practice. Besides that there is no activity after having class or activity about discussion to solve any problem among students themselves or students and teacher. Therefore, there is no environment that can invite them to study communicatively in attempt to practice to improve their ability. The students always get the difficulties to apply preposition at, in, and on. After they passed 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 appropriate grammar and structure.

**B. Suggestion**

On the basis of the conclusion drawn above, this section provides for the English teacher and the students; they are presented in the subsequent section

1. **The teacher**
2. To the student’s error on the use of English preposition should inform the teacher how far the students have learned or understood preposition. It is expected that English teacher should pay attention to these problems and give them emphasizes in teaching preposition.
3. The teacher should use only possible way to make teaching learning process more efficient and effective, and they should try to choose the most appropriate method and technique which are suitable with the characteristic of the students and the material of teaching.
4. The teacher should give a lot of exercise to use preposition, so the students will be able to master preposition.
5. **The students**
6. The students should pay much attention on using preposition.
7. The students should understand and memorize the rule of preposition and have a lot of exercise to use of preposition.
8. **For the following researcher**

The last, the researcher delivers suggestion to the next researcher who has some interest to analyze students’ error in preposition. This study only focuses on the error in the area of prepositions (*at, in, and on*). To complete the finding of the research, the researcher suggests that the next researcher focus on their studies on the other aspects which are not covered in this study.

All students get difficulties in learning foreign language. Therefore they often make errors in applying that language. Actually, the error can be solved if the researchers know the causes which lead them to make error. That is why the writer suggests the other researchers to search or find other sources which lead the student to make error. So, the error in learning and mastering English can be minimized.

Besides that, the researcher hopes that the result of this study is going to lead the next researchers who conduct the same field of the research as the reference or comparison that might be relevant to the researcher.

**ERROR ANALYSIS ON THE USE OF PREPOSITION**

**MADE BY THE STUDENTS OF CLASS VIII SMPN 5 TRENGGALEK**

**IN THE ACADEMIC YEAR 2010/2011**

**THESIS**

Presented to

State Islamic College of Tulungagung in partial fulfillment of the requirements for the degree of Sarjana Pendidikan Islam in English Education Program

****

**By:**

**MUYASSAROH**

**NIM. 3213073078**

**ENGLISH EDUCATION PROGRAM**

**DEPARTMENT OF ISLAMIC EDUCATION STATE COLLEGE**

**(STAIN) TULUNGAGUNG**

**2011**