

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, the writer would like to present the conclusion and give some suggestions.

5.1. Conclusion

Realizing the importance of using prepositions correctly and knowing that the complexity use of prepositions often makes students confused, even the ones at the university level. As a result, the writer was interested in conducting a research on it.

There are three research problems which become the basics of conducting this research. The first research problem is “what types of preposition errors are made by the third semester students of the English Department of Widya Mandala Catholic University Surabaya in their descriptive writings?”. The second research problem is “what are the types of prepositions on which the third semester students of the English Department of Widya Mandala Catholic University Surabaya often made errors?”. The last research problem is “what are the sources of the errors in the descriptive writings made by the third semester students of the English Department of Widya Mandala Catholic University Surabaya?”.

Referring to the first research problem, the result of the research shows that there are three kinds of error on the use of prepositions in the descriptive writings made by the third semester students of the English Department of Widya Mandala Catholic University Surabaya; errors of addition, errors of omission, and errors of substitution. The most frequent

errors made by students are errors of substitution with 92 occurrences (72.44%), followed by errors of addition at the second place with 25 occurrences (19.68%) and errors of omission at the last place with 10 occurrences (7.88%).

Referring to the second research problem, the result of the research shows that there are four kinds of prepositions on which the third semester students of the English Department of Widya Mandala Catholic University Surabaya often made errors. They are prepositions of other semantic relationship as the most problematic prepositions with 91 errors (71.65%), followed by prepositions of position with 23 errors (18.11%), prepositions of time with 10 errors (7.88%), and prepositions of direction with 3 errors (2.36%).

Referring to the last research problem and based on the results of the interview, the writer finds that the sources of the errors in the descriptive writings made by the third semester students of the English Department of Widya Mandala Catholic University Surabaya are L1 interference, overgeneralization, ignorance of the rule restrictions, and false concepts hypothesized. The most frequent sources of errors are L1 interference with 65 occurrences (48.51%), followed by ignorance of the rule restrictions with 39 occurrences (29.10%), false concepts hypothesized with 28 occurrences (20.90%), and overgeneralization with 2 occurrences (1.49%).

With these findings, the result of this study is intended to be an input both for teachers and for students. The teaching approach is expected to anticipate the making of the errors by emphasizing the differences between the native language and the target language and explaining the prepositions that are confusing and idiomatic expressions furthermore. By reading the

result of this study, the students are expected to improve their ability on using prepositions in descriptive writings correctly by reading some references about prepositions and idioms and doing grammar exercises about prepositions. Students are also expected to realize the errors that they usually make, so they later can avoid making them

5.2. Suggestions

At the end of this research, the writer would like to give some suggestions that may be useful to the teaching approach and to the students. There are three major problems that the writer wants to give suggestions to. They are the interference of L1, prepositions that are confusing, and idiomatic expressions.

Regarding the first problem, L1 interference, the teaching approach is expected to emphasize the differences between Indonesian and English. When we talk about relationship, many students often say “I am close with her” rather than “I am close to her”. It happens because when we want to say the same thing, we will use “dengan” in Indonesian, as we know the English of “dengan” is “with”. Although it sounds correct to Indonesians, it should be explained that it is different. In English, there are rules which put a certain preposition after a certain verb such as listen to, made of, depend on, and etc.

Regarding the second problem, prepositions that are confusing, the writer would like to give suggestions that in the teaching of prepositions, especially prepositions of position, the teaching approach is expected to explain the relation between the two things, for example when we want to use near and inside. We can say that two bottles of mineral water which are

placed 5 cm apart is near. We can also say that the parking lot of Widya Mandala Catholic University in Kalijudan campus is near the tennis court although it may be 15 meters apart. The other example is when we want to talk about clothes. Many people in Indonesia will say “I wear a t-shirt inside my jacket” in spite of “I wear a t-shirt under my jacket” because Indonesians tend to have a relation of inside and outside rather than upper and under when they talk about clothes.

Still regarding with the second problem, prepositions that are confusing, the writer would also like to give suggestions that in the teaching of prepositions of time, the students should be explained about the rules of using a certain preposition of time. For example, the students should be explained that *on* is used with a day of the week (*on* Saturday) and a day of the month (*on* September 16), while *at* is used with an hour of the day (*at* five o'clock) and *in* is used with a month (*in* September), a year (*in* 1968), and a part of the day (*in* the morning).

Regarding the last problem, idiomatic expressions, the writer would suggest that in the teaching approach, the students should be explained about idiomatic expressions. We often found *at first*, *at last*, *in fact*, *in a minute*, *on the one hand*, and etc in a composition or article. The students should be explained that they cannot change the certain preposition following the idioms with another preposition like changing at first becomes in first.

Finally, the writer realizes that this thesis is 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 and also descriptive writings.

For similar researches in the future, the writer suggests that the interval between the examination day and the interview day be not more than a week.

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

BIBLIOGRAPHY

- Abbot, G., & Peter, W. (ed) . (1981). *The Teaching of English as an International Language (A Practical Guide)*. Great Britain: William Collins Sons and Co. Ltd.
- Brown, J. D. (1980). *Principles in Language Learning and Teaching*. New Jersey: Prentice Hall.
- Canale, M. (1983).“From communicative competence to language pedagogy”, in Sarangi, S. &Coulthard, M. (2000).*Discourse and Social Life*. Essex: Longman.
- Corder, S. P. (1973).*Introducing Applied Linguistics*. Baltimore: Penguin Publisher.
- Ellis, R. (1994). *Language Two*. Oxford: Oxford University Press.
- Ellis, R. (1997). *Second Language Acquisition*. Oxford: Oxford University Press.
- Ellis, R. (2008). *The Study of Second Language Acquisition*. Oxford: Oxford University Press.
- Ellis, R., &Barkhuizen, G. (2008).*Analysing Learner Language*. Oxford: Oxford University Press.
- Frank, M. (1972). *Modern English: a practical reference guide*. New Jersey: Prentice-Hall.
- Ho, C. M. (2005). *Exploring Errors in Grammar (A Guide for English Language Teachers)*. 2nd ed. Singapore: Pearson Education South Asia Pte Ltd.
- James, C. (1998). *Errors in Language Learning and Use: Exploring error Analysis*. London and New York: Longman.

- Johnson, K., & Johnson, H. (1999). *Encyclopedic Dictionary of Applied Linguistics*. Oxford: Blackwell Publishers. Ltd.
- Mark, M. M., & Shotland, R. L. (Ed.). (1987). *Multiple methods in program evaluation*. San Francisco, CA: Jossey-Bass.
- Mueller, D. (1992). *An Interactive Guide to Educational Research*. Massachusetts: Allyn and Bacon.
- Norrish, J. (1983). *Language Learning and Their Errors*. London: Macmillan Publisher Ltd.
- Rachel. (2006). *Grammatical Errors in Written Sentences Found in Be a Champion Bahasa Inggris Kelas 3 SMP*. Unpublished paper. Surabaya: Widya Mandala
- Ramelan. (1992). *Introduction to Linguistic Analysis*. Semarang: IKIP Semarang Press.
- Richard, J. C. (1974). *Error Analysis: Perspective on Second Language Acquisition*. England: Longman Group Limited.
- Suyapno, L. (1998). *Errors in Using Prepositions in the Compositions Made by the Third Semester Students of the English Department of Widya Mandala Catholic University*. Unpublished paper. Surabaya: Widya Mandala.
- Ubol, C. (1988). *An Error Analysis of English Compositions by Singapore Students*. Singapore: Seamen Regional Language Center.
- Wiersma, W. (2000). *Research methods in education: An introduction*. 7th ed. Boston: Allyn & Bacon.

APPENDIX I

INTERVIEW PROTOCOL

First of all, the writer gives the student his/her descriptive writing and asks him/her to read it. The writer gives the student a few minutes to remember what he/she has written. After that, the writer asks some of the questions below:

1. Please take a look at the first/second/... paragraph. Take a look at line one/two/...
2. What were you trying to say in this sentence?
3. Why did you choose this preposition in this sentence?
4. Is there any other preposition which can substitute this preposition? If there is any, can you mention them?
5. What about if I substitute this preposition with Is it acceptable? If it is not acceptable, can you give me the reason why?
6. Do you think this sentence is already correct without any preposition?