

CHAPTER V

CONCLUSION AND SUGGESTIONS

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

5.1. Conclusion

Regarding the importance of using correct prepositions and realising that the third semester students of the English Department of Widya Mandala Catholic University still made preposition errors in their compositions, the writer was interested in conducting a research on it.

First of all, the writer got the third semester students' compositions from their writing teachers. After that, she noted down the four kinds of preposition errors encountered, namely, prepositions of place or position, prepositions of time, prepositions of direction, and prepositions of manner. And then she classified the preposition errors into three types, that is, errors of addition, errors of omission, and errors of substitution. Next, she counted the frequency and the total number of each kind of preposition errors, and then the percentage of preposition errors according to their types and rank them from the highest to the lowest.

The result of her study shows that the most frequent preposition errors the third semester students of the English Department of Widya Mandala Catholic Univerity have made is errors of substitution (=58,8%), the second is errors of addition (=24,6%), and the least is errors of omission (=16,6%).

Based on the result of this study, the writer predicts the possible causes of errors: overgeneralization, incomplete application of rules, and false concept hypothesis.

5.2. Suggestions

At the end of this study, the writer would like to give some suggestions to help the students to minimize the errors they would make. Besides, it would help the students to avoid making the same mistakes or avoid fossilization.

Firstly, the writer would like to give suggestions that in the teaching of prepositions, the teacher could use symbols like system of dots, arrows, and boxes indicating relationship of events or objects to help the students remember the meaning of prepositions easily. For examples,



in



around

Secondly, the writer also suggests that the

teacher could use the substitution drills that point to the symbols for the proper prepositions, so the students do not have a vague understanding about the use of prepositions. For examples,

 the room

 the park

Finally, the writer realizes that this thesis is far from being perfect and hopes this thesis can give some contributions to the teaching of English so can help the students to minimize making errors.

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