

## Chapter Five

### Conclusion and Recommendation

As the last chapter of this research, this chapter presents the summary and the recommendations of the readers.

#### Conclusion

Students who learn English should learn and understand well about preposition. It is because prepositions are included in one of important part of speech of English language. Beside that, preposition is always used in English language in both speaking and writing. That is why learning preposition becomes important thing in learning English. However English preposition becomes one of part of English part of speech that is hard to master by English learner. It is because prepositions are very tricky. The other problems there are several prepositions that have more than one function. For example one preposition can be used to explain about time or place.

Based on those problems, the researcher was interested to know about the types of errors on the use of prepositions. However, the researcher only researched about three prepositions, they were *in*, *at*, *on*. It was because those three prepositions were frequently used rather than the other preposition. Therefore, in this research, the researcher investigated the type of errors on the use of *in*, *at*, *on* in the writing. This research was conducted at English Education Department Universitas Muhammadiyah Yogyakarta.

Then after doing the research the researcher find out that there were four types of errors; they are *omissions*, *additions*, *misinformations*, and *misorderings* Then on

the use of prepositions *in*, *at*, *on* in the writing, students of EED UMY batch 2015 only had the types of errors in *misinformation*, *additions*, and *misorderings*.

However, it was not that every preposition of *in*, *at*, *on* had all of those three types of errors. Those three prepositions *in*, *at*, *on* are both explain about time and place had errors mostly in *misinformation* error (*at* for place 92%, *at* for time 63%, *on* for place 94%, *on* for time 96% *in* for place 91%, *in* for time 92%). The next, those three prepositions also had same type of error; that is *additions* (*at* for place 5%, *at* for time 36%, *on* for place 5%, *on* for time 3%, *in* for place 8%, *in* for time 4%). Afterward, only preposition *at* for place (1%) and *in* for time (2%) that had errors in the type of *misorderings*.

From those three prepositions, preposition that had the most errors in *misinformations* was *on*. Either *on* to explain about time or *on* to explain about place had most errors in the writing. Then, students of EED UMY batch 2015 often misused preposition *in* in a sentence that should use preposition *at*, or contrary, misusing preposition *at* in a sentence that should use preposition *in*. Besides that, students of EED UMY batch 2015 often misused preposition *at* and *on* especially when they explained about time. Further, students of EED UMY batch 2015 also sometimes misused those three prepositions with another prepositions; for example, preposition *in* and *to*.

The second type of error is *additions*. From the three prepositions, preposition that had the most errors in *additions* was preposition *at* for time. In this type of error, students of EED UMY batch 2015 often used those three prepositions in a sentence

that did not need a preposition. It shows that students of EED UMY had confusion with the function of those three prepositions.

Then, prepositions that have errors in type *misorderings* are *at for place* and *in for time*. However, those two prepositions only have 1% and 2% of *misorderings* errors from the each total errors. It shows that students of EED UMY batch 2015 already had knowledge to differentiate about what is subject, verb, and object of the sentence.

### **Recommendations**

Based on the findings, the researcher has some recommendations for students, lecturer, and the next researcher.

**For the students.** The students are recommended to learn deeper about prepositions. It is because prepositions are usually use both in writing and speaking. Students should read a lot about prepositions, so the students will know how to use prepositions and the exact functions of preposition. Then, students also should read much about the differentiation of the use of *in*, *at*, *on* whether to explain about place or time.

**For the lecturer.** The lecturer should give more explanation about prepositions to the students. The lecturer also should give explanation about the differentiations of the use of *in*, *at*, and *on* both to explain about place and explain about time. The lecturers are recommended to give a test about preposition. This is to know whether the students had understood about prepositions or not. Then, the lecturers are recommended to provide the best way to learn prepositions.

**For the next researcher.** The next researcher who wants to do research on the preposition, they are recommended to do research about the other prepositions. However the next researcher can look at this research as the reference of their research. Then, the next researchers are also recommended to use test in data collection method.