

V. CONCLUSIONS AND SUGESTIONS

In this chapter the conclusions of the research and several suggestions are drawn based on the results presented in the previous chapter and in relation to the problem formulated in the first chapter.

5.1 Conclusions

Having analyzed the result of the data, some conclusions can be drawn as follows:

1. The first grade of SMAN 3 Unggulan Martapura Oku Timur committed three of four types of errors based on surface Strategy Taxonomy. They are omission, addition and misformation.
2. The data show that on the basis of Surface Strategy Taxonomy, it is found that the highest error is misformation there are 82 items of preposition errors (40.80%), followed by addition there are 64 items (31.84%), then there are 55 items (27.36%) of omission error, and 0 items (0%) of misordering.

5.2 Suggestions

In line with the conclusion of the research, some suggestions can be cited as follows:

1. The suggestion is given to the English teachers, it is important for English teachers that they should not ignore the students' errors; if it is possible the teachers give remedial teaching, especially in the use of preposition, for example, by providing students with completion test. The teachers can give the test to the students in which the students have to complete the test by using preposition.
2. As the students made a lot of errors in misformation error type, the English teachers should give explanation about the error in preposition as clearly as possible to the students, not only the meaning but also the usage and ask them to comprehend it.
3. To improve the students' mastery of structure especially in the use of preposition, the students should be able to differentiate the function of English prepositions in their sentences in order to be able to apply it correctly. Therefore, the teacher should explain these differences to the students clearly.
4. It is suggested that further research about preposition needs to be done on why the students made errors since the result of the research can be used as the input for the improvement of language teaching.