

## CHAPTER V

### CONCLUSION, IMPLICATION, AND RECOMMENDATION

#### A. Conclusion

Based on the findings and discussions in the previous chapter, the researcher concluded the error type of preposition and article that are usually made by eleventh grade students in class XI-IBB and XI-IIS 2 in writing descriptive text, and the causes of errors made by the eleventh grade students of MAN 4 KEDIRI of using preposition and article in writing descriptive text. The conclusions are as follows:

1. The type of errors made by eleventh grade students of MAN 4 Kediri of using preposition and article in writing descriptive text

Based on Surface Strategy Taxonomy by Dullay (1982:143) and the description in previous chapter, it can be concluded that the eleventh grade students of MAN 4 Kediri still made the errors when the students were asked to a descriptive text. The types of errors based on surface strategy taxonomy were classified into addition, misformation, omission, and misordering. After counting the errors, the researcher found 198 totals of errors consisting of 8 omission errors of preposition (14,5%), 34 addition errors of preposition (61,9%), 12 misformation errors of preposition (21,8%), 1 misordering errors of preposition (1,8%).

Besides that, the researcher also find 82 omission errors of article (57,3%), 47 addition errors of article (32,9%), 12 misformation errors of article (8,4%), and 1 misordering errors of article (1,4%)

2. The cause of errors made by the eleventh grade students of MAN 4 Kediri of using preposition and article in writing descriptive text

Based on Brown's theory (1994:213) and after analyzing each type of errors were found in students descriptive text of the eleventh grade students of MAN 4 Kediri, the researcher can find some causes of errors. They are interlingual transfer, intralingual transfer and communicative strategies. Interlingual transfer is errors made by students are influenced by the interference of students' mother tongue. The students still apply Indonesian rules into English when they translate the sentences. Intralingual transfer occurs when students difficult to learn target language. Then communicative strategies occurs when the users get difficult in delivering their message/idea in a communication.

## **B. Implication and Recommendation**

The researcher found that there were still some prepositions and article errors made by students. Thereby, the researcher wants to give suggestions as follows:

1. To the English teachers

After knowing the types of students errors in using prepositions and article on descriptive text, teacher should pay more attention to the students writing in teaching and learning process. Teacher needs to stress the material related to the use of preposition and article which is difficult for the students. A new teaching method may be used to improve the students writing ability especially in using preposition and article.

## 2. To the students

Students need to pay more attention related to their errors in using preposition and article. Students need to study harder and do more exercise related to the use of prepositions and article in writing to avoid another errors.

## 3. To the other researcher

Since this research is far from a perfection, the researcher hopes that the other researcher can analyzed and discuss the students errors in using preposition and article deeply. Meanwhile, the researcher hopes that this research can be a reference for the other researcher in the future who would like to concern and analyzed deeper about students errors in using prepositions and articles.