

## **CHAPTER V**

### **CLOSURE**

#### **A. CONCLUSION**

According to the finding of the research of errors using preposition of time on, in and at faced by the third semester STAIN of Palangka Raya , the types of errors are made by students in using preposition of time were Omission of Preposition with the frequency 197 (49.25%). The second was Others with the frequency 152 (38.00%), the third was selections of Incorrect Preposition with the frequency 43 (10.75%) and the last was insertion of Preposition with the frequency 2 (0.50%)

Based on data of pretest, the errors in using preposition of time faced by the third semester STAIN of Palangka Raya classified into four Classifications. They were Omission of preposition, Insertion of preposition, incorrect of preposition and others. The highest errors were omission with the frequency 136 (53.46%). The second was Others with the frequency 79 (31.10%), the third was Incorrect of preposition with the frequency 38 (14.96%) and the last was insertion of preposition with the frequency 1 (0.39%)

Based on data of posttest, the errors in using preposition of time faced by the third semester STAIN of Palangka Raya classified into four Classifications. They were Omission of preposition, Insertion of preposition, incorrect of preposition and others. The highest errors was Others omission with the frequency 73 (57.48%). The second was omission with the frequency 61

(48.02%), the third was Incorrect of preposition with the frequency 5 (3.93%) and the last was insertion of preposition with the frequency 1 (0.78%)

Based on the result of data analysis from the students' gained score of using preposition of time in Post Test, which was taught by using Module as solution for preposition of time and the gained score in pretest, which was taught by using non Module for preposition of time were significantly different it was found that the value of  $t_{\text{observed}}$  was greater than the value of  $t_{\text{table}}$  at the level of significance in 5% or 1% that was  $2.042 < 4.913 > 2.750$ .

This indicated that the alternative hypothesis stating that the students taught by using Module for preposition of time gain better writing achievement than those taught by non-using Module for preposition of time was accepted and the null hypothesis stating that The students taught by using Module for preposition of time do not gain better writing achievement than those taught by non-using Module for preposition of time was rejected. In conclusion it can be summarized that the students' writing scores with using Module for preposition of time is higher than the students' writing scores with non-using Module for preposition of time, it can be proved by the difference between pretest and posttest.

## **B. SUGGESTION**

Regarding the problem of the study, some suggestions are ordered for the students and the lecturers of writing class.

1. For the students

- a. The students should improve their understanding on English grammar in order to reduce the errors in their written products.
- b. The students are expected to take responsibility for their own learning and become aware of their own strategies.
- c. The students should increase their awareness of the importance of English grammar, so they have motivation to master English grammar.
- d. The students are needed to improve their capability in writing skill, by practicing writing regularly either in class or at home that is useful for them to recognize their errors made.
- e. The Students should use Module in learning as solution to developed their ability in using preposition of time

2. For the lecturers

- a. Concerning the lecturers, there is a view plan strategies for teaching in English. There should be flexible and effective techniques of error correction for the lecturers. For instance, the lecturers correct the students' paper assignments directly in class and give explanation to them one by one dealing with their errors.
- b. They should pay much attention to their students' errors by giving more practical writing tasks for students in order to reduce errors in their writing.

- c. In teaching English related to its grammar, the teacher should give more easily understood explanation in order to make the students more interested in learning English, especially the grammar.
- d. The lecturer should be able to not only detect and describe the errors, but also understand the factor for their occurrences.