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AN ERROR ANALYSIS OF THE USE OF PREPOSITIONS IN STUDENT'S DESCRIPTIVE TEXT IN WRITING OF THE EIGHTH YEAR STUDENTS IN MTS SWASTA AL-JUMHURIYAH SEI ROTAN

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ABSTRACT

The objective of this research is to identify the types of students error in using prepositional place in descriptive text that made by eight grade students of MTS Swasta Al-Jumhuriyah Seirotan, to identify the cause of students make error in using prepositional place. That most of students did not pay attention about using prepositional correctly in sentence. This research is qualitative research. The object of research show there are four types error made by students, omission, addition, misordering, and misformation. Based on the data, the frequency of student's error in using prepositional place is mostly occurred in prepositional in place in with 35 errors. The second is prepositional on with 14 errors. The third is prepositional place at with 12 errors.

Keyword: Error Annalysis, Prepositional Place, Descriptive Text

INTRODUCTION

Language is a very important in human life for communication within each other that makes it easy to get along. With language, we are able to express our feelings, our thoughts, and our experiences with others.¹

¹ Siti Zubaidah, (2015). *Contractive and error analysis*, (Medan), p.21

It means that language is mean of human effort to carrying out their activities although human being process of speak language, unfortunately, it has not been particularly easy for them to say what it is.

Writing is one of the main skills that plays an important role. Writing is a language skill that language producing and therefore often referred to as skill.² Writing is one of skills that is considered to have an essential significance in second language (L2) learning because it serves as both a tool for communication and a means of learning, thinking, and organizing knowledge or ideas, said Rahma Fitriani in her journal.³ Based on the previous explanation it can be concluded that writing is important because students can express their ideas, thought, and arguments through sentence. In fact, many students have difficulty writing. There are some mistakes made by students in writing. It is because of students inaccuracies in their writing and also because of students inability. Error conducted by students mainly about preposition.

Student learn foreign language will certainly find difficulty, such as they learn an English. Grammar is an important aspect in learning language because grammar will help learners to write word and sentence correctly. According to Craig Hancock, Grammar is the natural inherent meaning making system of the language, a system that governs the way words come together to form meaning, grammar is also the study of that system, the various theories or perspectives that attempt to understand and describe it.⁴

In English lesson especially about writing and understand words sentence, student not really understand about it. Based on the observation in MTS Swasta AL-JUMHURIYAH SEI ROTAN, the researcher found placement errors of preposition, when the students do exercises on prepositions material.

RESEARCH METHODOLOGY

² Jeremy, Harmer,(2000). *The Practice of Language Teaching*,(New York: Longman Publishing,p.16

³ Rahma, Fitriani ,(2008), *Cultural Influence on Students' Perceptions of Written Feedback in L2 Writing*. Journal of Foreign Language and Teaching Learning.3(1),p.1

⁴ Craig, Hancock,(2005). *Meaning-Centered Grammar*,(London: Equino),p6.

This research was conducting at MTS Swasta Al-Jumhuriyah Sei Rotan in Jl. Medan-Batang Kuis no.76,Kec. Percut Sei Tuan,Kabupaten Deli Serdang. The subject in this research is the student at eight grade of MTS Al-jumhuriyah Sei Rotan.

A. Research Design

In this research, the writer use a descriptive qualitative research. The descriptive method is the appropriate way to find the errors made by students in using prepositional place in writing descriptive text. The purpose of qualitative is to help the writer found the

solution of the phenomenon that they studied. The writer analyze students writing test in

descriptive text. The result of the test will use as the primary data of this research. The writer gives the questioners to know the causes of the errors made by the students.

The test will be data collection. When the data are collected , they are classified based on its errors source. From those data, the writer will do analysis, and there will be data analysis to come to conclusion.

B. Subject Of The Study

The target of study, the writer selected students who study in MTS Swasta Al-Jumhuriyah, Sei Rotan as an object. Moreover, the sample of the study is VIII-2.

To collect the data of this research, the writer will use interview with English teacher and some students. The writer use document analysis as a technique in collecting the data. Before giving the test, the writer would observed the teaching learning process in the classroom.

C. Technique Of Collecting Data

The writer would take the students last task in descriptive text in using preposition of place. Data was collected through a test of descriptive text by using prepositional place in, on, at. And the last the writer gives the questionnaires as the

instrument to collect the data. Arikunto said, test is question or exercise use to measure the knowledge and ability to understand individual or group.⁵ Before the students do the test, the researcher would give instruction how to do the

writing test. The writer will give the explanation to remind the students about rules in using prepositional place, especially in, on, at. The students were give about 30-40 minutes to write a descriptive text by using prepositional place in, on, at. After that, the writer would

collecting the students' writing test.

D. Technique Of Analyzing Data

According to Carl James, there are five procedures identification of errors.

1. Error Detection

The data collected to find out the errors by underline the errors.

2. Locating Error

The error determine when students omitted necessary items or add necessary ones, omission, addition, misinformation or misordering.

4. Describing Error

The writer made table to describing all the students' errors. And then, the writer made table to describing errors in omission, errors in addition, errors in misinformation and error in misordering.

5. Classifying Error

The writer classified errors into table to draws up the result of each error to present total of each errors and total of all error.

6. Counting Error

⁵ Suharsimi Arikunto. (2013). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta:Rineka Cipta,p. 193

After the classifying the data, the writer calculate the percentage of each error type. To do the last step which is quantifying each percentage of error. The formula was used.

$$P = F/N \times 100\%$$

Note:

P= percentage of error

F= frequency of errors occurred

N= number of cases (total frequent/ total individual)

FINDING AND DISCUSSION

A. Result Of The Research

For the explanation of the observations that the researcher did by making direct observations of the learning activities carried out by class VIII-2 students at MTs Al-Jumhuriyah Seirotan. Furthermore, the researcher conducted interviews with several sources who were directly related to this study by conducting direct and in depth question and answers, namely the English teacher and some students (interview list attached). The result observation, the researcher found if the students of VIII-2 felt confused to understand to using prepositional place because they did not know the meaning of the words.

And the result of interviewed with students of VIII-2 is they were not confident to answer question or finish their assignment because they thought if English is very difficult and they did not know the meaning. One each them said, the did not know the meaning of the sentence so they confused to used prepositional place in the sentence. The result of the test as follow:

Tabel 1 The Score Test Result

No	Sample	Score	No	Sample	Score
1.	AP	37,5	9	NM	75

2.	CSR	50	10	NS	50
3.	FA	50	11	RD	87,5
4.	FM	50	12	RM	62,5
5.	G	50	13	S	37,5
6.	MA	50	141	TS	62,5
7.	MH	37,5	151	W	62,5
8.	MR	50	16	ZW	25
Average score					52,3
Highest score					87,5
Lowest score					25

Based on the table above, researcher found the students' score of test result about prepositional place. The average score was 52,3. The highest score was 87,5 (RD) while the lowest score was 25 (ZW).

From the data collected, the researcher breaks down the students' error occurrence based on the 3 areas, they are prepositional place **In, On, At**. The results of the data analysis as follow.

1. Prepositional Place

TABEL 2

Students' Error in Prepositional Place In

No.	Preposition of Place	Item	Frequency of
1.		1	6

2.	In	4	8
3.		6	10
4.		7	6
5.		8	5
Total		5	35

Based on the table above, it could be stated that the frequency of students' error in prepositional place **In** were 6 students made errors in item number 1, 8 students made errors in item number 4, 10 students made errors in item number 6, 6 students made errors in item number 7, and 5 students made errors in item number 8. There were 35 errors in students' answer.

2. Prepositional Place On

Tabel 3

Students' Error in Prepositional Place On

No.	Preposition of Place	Item	Frequency of
1.	On	3	12
2.		5	2
Total		2	14

Based on the table above, it could be stated that frequency of students' error in prepositional place **On** were 12 students made errors in item number 3 and 2 students made errors in item number 5. There were 14 errors in students' answer.

3. Prepositional Place At

Tabel 4

Students' Error in Prepositional Place At

No.	Preposition of Place	Item	Frequency of
1.	At	2	12
Total		1	12

Based on the table above, it could be stated that frequency of students' error in prepositional place **At** were 12 students made errors in item number 2. There were 12 errors in students' answer.

The researcher intends to explain the error by finding out the sources of error. There are two main sources of error are considered: overgeneralization and ignorance of rule restrictions.

Overgeneralization is one of the common causes of error in this research. It is generally happens when the students apply the previous rule that they have learned before to another pattern that has a different rule. For examples:

1. Julia was born **on** 1998. (committed by students 1, 4, 8, and 14)
2. I usually study English **in** night. (committed by students 1, 2, 5, and 14)
3. There is a Post Office **at** Sudirman Street. (committed by students 3, 6, 9, 10, 11, 15, 17, and 19)

The sentences above show that the students make generalization in using prepositions. The student apply preposition of time *on* in a sentence, "Julia was born *on* 1998" as a result of the material being learned previously. The students assume that the use preposition of time *on*, in this case, is same as rule of day or date of the month. It is actually incorrect.

To classify the students' error in using preposition of time and place, the researcher uses the types of errors based on surface strategy taxonomy. The table described as follows:

Tabel 5
The Classification of Students' Error

No.	Error Classification	Frequency of Errors
1.	Omission	-
2.	Addition	-
3.	Misformation	61
4.	Misordering	-
Total		61

The table above shows that the students' error is totally misformation. It is 61 errors found of 16 students in using prepositional place. There is no error committed by students in omission, addition, and misordering.

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