AN ANALYSIS ON STUDENTS' ERRORS IN USING PREPOSITION AT THIRD GRADE OF SMP NEGERI 1 PANYABUNGAN UTARA MANDAILING NATAL SUMATERA UTARA

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Abstract

The study aims to realize students' understanding and ability in using the prepositions of time and place. The research was conducted using both qualitative and quantitative methods. The subjects of this study were students of class 3A of SMP Negeri 1 Panyabungan Utara Mandailing Natal for the 2020/2021 academic year. In this study, researcher used qualitative and quantitative descriptive approach, the researcher recognized the errors and explained them. The qualitative data were taken from interviews, observation, documentation while the quantitative data were taken from a test containing the use of the prepositions of time and place from 20 students. The second step is identifying the errors based on the outside of the test range tested, and the third step is describing the errors made by students. The results showed that there were 212 students who get errors from 400 questions in using time and place preposition. Researchers found that some errors that occur due to misinformation. Another finding is that the source of the error is divided in two categories, namely overgeneralization (the effect of the previous rules/formulas) and ignorance of role limitations (the effect of failure to apply the rule formula). And based on the interviews, observations, sheets and documentation, it showed that students' responses in using prepositions are not good enough.

Keywords: Error and Error Analysis, Preposition

INTRODUCTION

A language is an important part of human existence and social process that has many functions to perform the life of human beings. The language is an instrument to convey information; it is used to express ideas, feelings, thoughts, purposes, and opinions in written or oral way. Through the language, we can share and transfer knowledge,

transmit message from one to another, and from generation to the next generation. In short, almost all of human activities are conducted through the use of language. As mentioned in a great book of research that "Language is the expression of ideas by means of speech-sounds combined into words. Words are combined into sentence this combination answering to that of ideas into thoughts" (Daulay, 2011) In Indonesia, English is taught as a foreign language. English generally has been learned by the students since they were in the elementary school. (Emmaryana & Fajariani, 2010) stated the following:"When students learn English, they are focus on mastering four language skills: listening, speaking, reading, and writing. Listening and reading are receptive skills while speaking and writing are productive skills. All of the skills are improved in the process of teaching and learning English."

As a foreign language, English is different from Indonesian language, even in grammatical patterns, vocabulary etc. Therefore, to use accurately and meaningfully, the English language learners have to understand and need to know the grammatical rules of the language, either active or passive language. However, it is not an easy step to be programmed in a short time.

As set of rules, grammar is one of the language components taught to every language learner. It is a basic knowledge in understanding the language. (Ur, 1996, p. 87) stated that, "Grammar is a set of rules that define how words (parts of words) are combined of change to form acceptable units of meaning with in a language." Meanwhile, according to (Swan, 1980, p. 24) stated that, "Grammar is the rule that say how words are combined, arranged, and changed to show different meaning." And the other side (Harmer & Jeremy, 1987, p. 12) stated that, "Grammar as the description of the ways in which words can change their forms and can be combined into sentence in that language."

In English grammar, there are eight parts of speech in English grammar, namely, noun, pronoun, adverb, verb, preposition, adjective, conjunction and interjection. Preposition is important to make up a sentence. In the most general terms, a preposition expresses a relation between two entities; one is represented by the prepositional complement. In expressing idea, either written or spoken a person certainly deals with the kind of preposition.

In English, there are many materials to be discussed, one of them is preposition.

Preposition are one of the most difficult aspects of English grammar. They are called the biggest little word in English. They are usually quite short and insignificant looking but have very important functions. Therefore, it is not surprising that the learners encounter problems in mastering prepositions.

Then based on the researcher experienced at SMP Negeri 1 Panyabungan Utara Mandailing Natal, many students found difficulties in using preposition correctly in their writing tasks. Errors often occur when English language learners try to translate their native language. In this case, prepositions often become a serious problem for the English language learners. An obvious reason is that the numbers of prepositions used in English are limited but they have to serve a variety of relational meaning.

From the case above, the researcher intends to analyze the errors might become the triggers for the students who is in their difficulties in using preposition. Considering how large the material of preposition to be discussed, so the researcher intends to limit the object of discussion focused on preposition of time and place. Based on the explanation above, the writer interested in analyzing students' error entitled *"An Analysis on Students' Errors in Using Preposition at Third Grade of SMP Negeri 1 Panyabungan Utara Mandailing Natal Sumatera Utara."*

RESEARCH METHOD

The design of this research applied qualitative descriptive method. It is because the data will collected and presented in words rather than numbers. The researcher uses a case study of the design of research which the data analysis that focused on one phenomenon. In this case, the researcher focused on the students' errors in using of preposition of time and place. To get the data, the researcher visited the third grade students of SMP Negeri 1 Panyabungan Utara Mandailing Natal to observe the teaching learning process and give the test focus on the use of preposition of time and place.

After got the data, the researcher analyzed them. The analysis involved identifying and describing the data of students errors from the test given. The researcher analyzed the errors to determine the types of errors and to classifies the source of errors. To describe the data, the researcher used *Surface Strategy Taxonomy*. Furthermore, the researcher used Jack C. Richard theory to know the sources of errors that students made. The researcher presents types of errors in the tables and use the descriptive analysis

technique to describe the frequency of occurrence, whether those errors are most serious or less serious.

RESULTS AND DISCUSSION

1. Error Analysis and Preposition

a. Defenition of Error Analysis

In learning a foreign language, English in this case, it is so possible for learners to make errors in language learning. Making of errors is naturally one part of language learning process. As like children learning their mother tongue, as first language, they also make errors.

As mentioned in a great book of research, "When the children learn mother tongue, sometimes they use improper pronouns, ambiguous words or incorrect word formation." In fact, the learners must get through some errors first (Rido, 2000, p. 218).

In the other hand, "Errors are parts of the learner inter language that is the version of the language which a learner has at any one stage of development and which is continually reshaped as he or she aims toward full mastery." (Harmer & Jeremy, 1987, p. 170). In this case, errors have also played an important role in the process of language learning acquisition. According to Douglas, stated as following, "Error is the flawed side of learner speech or writing, those are part of conversation or composition that deviates from some selected norm of nature language performance. Brown has different opinion. He gives more attention on the interlingual competence of the speaker. He defines an error as noticeable deviation from the adult grammar of a native speaker reflecting the interlingual competence of the learner (Douglas, H, & Brown, 2000, p. 215)."

The errors are caused by his willful of his negligence in using the rules appropriately. The term of breaches of the code could not be used for learning because he was imperfect knowledge of the language learned. The errors made are a sign of his incompetence in achieving the language learned and therefore, they were systematic in themselves.

From all definitions above, the writer can summarize that error is flawed side of learner speech caused by the factor of competence. On the other hand, they do not understand well the use of linguistics system of the target language, it will lead the students to make errors consistently.

Errors can occur in both comprehension and production, but comprehension errors are difficult to detect as it often impossible to locate the precise linguistic source of an error. While, production errors can be observe from competence of the learners' performance, in their speech or writing. As the great research stated that, "Errors are the flawed side of learner speech or writing. They are parts of conversation or composition that deviate from some selected norm of mature language performance. (Dullay, 1982, p. 138). It is important to analyze student's errors, as an aspect of performance or production, when they are learning second language.

b. Defenition of Preposition

Learning preposition is difficult because almost every definition for a preposition has exception (Khantja, 1991). Prepositions are always followed by nouns or pronouns. They are connective words that show the relationship between the noun following them and one of the basic sentence element, they are subject, verb, object, or complement. They usually indicate relationships, such as position, place, direction, time, manner, agent, possession, and condition between their objects and other parts of the sentence.

On the other hand, "A preposition is a word that shows the relationship of a noun or a pronoun to another word in a sentence. (John, 20014, p. 13)." Another opinion prepositions is a connecting word that show the relation of noun or a pronoun to some other word in a sentence. From those definitions above,

the writer can conclude that preposition is a word placed before noun or pronoun to show relationships. A preposition is a word or group of words that describes arelationship between other words in a sentence. A simple preposition is made up of one word: of, in, by, above, below. A compound preposition is made up of two prepositions: out of, from among, except for, because of. There are many kinds of prepositions able to find in English grammar. It seems impossible to definite the exact list of English preposition. Therefore, (Essberger, 2012, p.6) clarified that it is not possible to produce a definitive list of English prepositions. That means that nobody can create a list of prepositions and say: "Here are all the prepositions in the English language, no more and no fewer". However, (Randolph Quirk and Sidney Greenbaum, loc cit) stated, "Of the various types of relation meaning, preposition of time and place are the most prominent and easy to identify. (Crystal, 2003, p. 165) stated, "Emphasizes, expressing a relation of meaning, a preposition most often shows how the two parts are related in space or time.)

Based on the fact above, it shows how large the material of prepositions in English grammar. It seems impossible to discuss all comprehensively here. Therefore, the researcher intends to discus and to focus on preposition of time, preposition of place, preposition of direction, preposition of spatial relationships and preposition after selected adjective. Types of Preposition : (Hewings, 1999) As mentioned in a great book of research, (Frank & Marcella, 1972, p. 172) argued as following:

Preposition of place at is used to describe the specific place or points in space (e.g. I will see you at the bus stop). It also used to describe with public place (e.g. we bought some fruits at the traditional market). And refers to address with street number, complete address (e.g. he lives at 21 Park Avenue). At also refers to general vicinity, more presence at a place is indicated.

At a more specific scope and focused on what is mean. Usually at also used before an addressed with street number for example is my house at Jalan Surabaya number 10, Medan. On the other hand, (Thomson & Martinet, 1986) stated as following: Preposition of place on indicates the surface something, things that can be thought of as surface (e.g. it was a beautiful painting on the wall), and used for describing road/street, the things that can be thought of as a line (e.g. the public library is on the Sudirman Street. On top of emphasizes the uppermost horizontal surface, it is an object that has some height). On also can be used for both position and movement, whereas on to can be used chiefly people and animals when there is movement involving a change of level.

I.   Preposition of Time

Preposition of time is use to indicate the time. (Randolph Quirk and Sidney Greenbaum, loc cit) state that, "At, on, and in as preposition of time when they are to some extent parallel to the same items as positive preposition of position, although in the time sphere there are only two dimension-types, point of time and period of time.

II.   Preposition of Place

Preposition of place is used to indicate place or position, marks something's location, which has the relation to the dimension properties.

2. Discussion

a. Test

The researcher gave the test to the third grade of SMP Negeri 1 Panyabungan Utara Mandailing Natal Sumatera Utara. The test was focused on the use of preposition

of time and place consisted of 20 item numbers to 21 students with 20 sentence questions. The table of test area as follows:

Table 1: Table of Test Area

No.	Kinds of Preposition	Items	Item Nu mbe rs
1.	Preposition of time **on**	7, 12, 16	3
2.	Preposition of time **in**	1, 8, 9	3
3.	Preposition of time **at**	2, 18	2
4.	Preposition of place **on**	11, 14, 15, 20	4
5.	Preposition of place **in**	4, 5, 6, 10, 19	5
6.	Preposition of place **at**	3, 13, 17	3
Total		**20**	**20**

Based on the table above, the tested area was focused on the use of preposition of time and place, they were: preposition of time on (item numbers are 7, 12, and 16), preposition of time in (item numbers are 1, 8, and 9), preposition of time at (item numbers are 2 and 18), preposition of place on (item numbers are 11, 14, 15, and 20), preposition of place in (item numbers are 4, 5, 6, 10, and 19) and preposition of place at (item numbers are 3, 13, and 17). Total of test area was 20 item numbers.

After gave the test, the researcher collected and analyzed the students"answer sheet

Table 2: The Score of Test Result

No.	Sample	Score	No	Sample	Score
1.	Student 1	50	11.	Student 11	40
2.	Student 2	65	12.	Student 12	45
3.	Student 3	60	13.	Student 13	45
4.	Student 4	60	14.	Student 14	45
5.	Student 5	55	15.	Student 15	20
6.	Student 6	55	16.	Student 16	20
7.	Student 7	70	17.	Student 17	25
8.	Student 8	55	18.	Student 18	30
9.	Student 9	55	19.	Student 19	45
10.	Student 10	55	20.	Student 20	45
Average Score					**47,00**
Highest Score					**70**
Lowest Score					**20**

Based on the table above, the research here found the student's score of test result about preposition of time and place. The average score was 47.00, the highest score was 70 (student 7) while the lowest score was 20 (stuedent15, and 16).

I.   Preposition of Place (On, In and At) :

Based on the table above, it could be stated that the frequency of students" error in preposition of place on were:18 students made errors in item number 11, 10 students made errors in item number 14, 9 students made errors in item number 15, and 15 students made errors in item number 20. There were 52 errors in students' answers.

Table 3: Students' Error in Preposition of Place in

No	Preposition of Place	Item	Frequency of Error
1.	In	4	9
2.		5	8
3.		6	13
4.		10	10
5.		19	6
Tot al		5	46

Based on the table above, it could be stated that the frequency of students' error in preposition of place in were: 9 students made errors in item number 4, 8 students made errors in item number 5, 13 students made errors in item number 6, 10 students made errors in item number 10, and 6 students made errors in item number 19. There were 46 errors in students' answers.

Table 4: Students' Error in Preposition of Place At

No.	Preposition of Place	Item	Frequency of Error
1.	At	3	5
2.		13	9
3.		17	18
Total		3	32

Based on the table above, it could be stated that the frequency of students" error in preposition of place at were: 5 students made errors in item number 3, 9 students made errors in item number 13, and 18 students made errors in item number 17. There were 32 errors in students" answers.

After analyzing the collected data, the researcher intends to interpret the findings. The following tables bellow shows the frequency of students" errors in using preposition of time and place. The table described as follows.

Table 5 The Frequency of Students' Errors in Using Preposition of Time and Place

No.	Kinds of Preposition	Item Numbe rs	Frequ ency of Error
1.	Preposition of time **on**	3	35
2.	Preposition of time **in**	3	23
3.	Preposition of time **at**	2	24
4.	Preposition of place **on**	4	52
5.	Preposition of place **in**	5	46
6.	Preposition of place **at**	3	32
Total		20	212

The table above shows the frequency of students" errors in using preposition of time and place. Based on the table of data, it can be described that the frequency of error in preposition of time on is 35 errors from 3 item numbers, the frequency of error in preposition of time in is 23 errors from 3 item numbers, the frequency of error in preposition of time at is 24 errors from 2 item numbers.

The frequency of error in preposition of place on is 52 errors from 4 item numbers, the frequency of error in preposition of place in is 46 errors from 5 item numbers, and the frequency of error in preposition of place at is 32 errors from 3 item numbers. It can be concluded that the highest frequency of error occurs in preposition of place on with 52 errors. It shows that the most students have problems in using preposition of place on. While the lowest frequency of error occurs in preposition of time In with 23 errors.

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:

Table 10: The Classification of Students' Error

N o.	Error Classification	Frequenc y of Errors

1.	Omission	-
2.	Addition	-
3.	Misinformation	212
4.	Misorderring	-
Total		212

The table above shows that the students" error is totally misinformation. It is 212 errors found from 400 item number questions of 20 students in using preposition of time and place. There is no error committed by students in omission, addition, and misorderring.

CONCLUSION

In the previous chapter, the researcher has analyzed the students" errors in using preposition. The result showed that the third grade students of SMP Negeri 1 Panyabungan Utara Mandailing Natal Sumatera Utara still made some errors in using preposition of time and place. The researcher found that most of students face some difficulties how to determine and to distinguish them correctly in sentences.

Based on the data, the frequency of students' error in using preposition of time and place is mostly occurred in preposition of place on with 52 errors. The second is preposition of place In with 46 errors. The third is preposition of Time On with 35 errors. The next is preposition of place at with 32 errors and preposition of time at with 24 errors. The last is preposition of time in with 23 errors.

The researcher also classified the types of errors committed by students. From the classification of students errors, it is totally misinformation with 212 errors found from 400 item number questions of 20 students in using preposition of time and place. There is no error committed by students in omission, addition, and misorderring.

Furthermore, they also identify the sources of errors which influence students to commit errors. They are overgeneralization and ignorance of rule restrictions. Based on theerrors occurrence, the most of errors are caused of ignorance of rule restrictions which is influenced by the students" fail to apply the rules to where they do not apply. Meanwhile, Overgeneralization generally happens when the students apply the previous rule that they have learned before to another pattern that has a different rule.

After knowing the sources of students" errors, the researcher concludes that the most serious errors committed are caused by ignorance of rule restrictions.

Based on the conclusion above, the researcher hopes that the following recommendations could be helpful in solving students" problems in using preposition of time and place in English.

Finally, English teacher need to give some more exercises of the use of preposition of time and place from many sources to help students easy to master the materials. Besides he/she need to motivate the students to practice them in speech and writing, no need to be afraid in making mistake.

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