



Analyzing Prepositional Errors in Place Usage in the Writing of Seventh Grade Students at SMP Budi Murni 2

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Abstract

English language has four skills which are speaking, writing, reading and listening. Indonesian language learners consider writing skill is the most difficult in English, they tend to do errors when they write. The objectives of this writer were 1) to find out the types of errors of preposition of place in writing made by eleventh grade students of SMP Budi Murni 2 (2) to find out the dominant type of error of preposition of place in writing made by eleventh grade students of SMP Budi Murni 2. This research was a descriptive qualitative writer which was describing the reality behind the phenomenon statically and descriptively. The sample was 30 students taken from 87 number of populations by using simple random sampling. To collect the data of this writer, the writer the instrument of collecting data for this writer was the composition. The students choose one of the following these topics: My Holiday, My favourite place, and My favourite room, in ninety minutes. This research analyzed the students' writing based on types of error. This writer revealed: The eleventh-grade students of SMP Budi Murni 2 as sample contributed three types of errors on the use of preposition of place in their writing, those were, (1) omission of preposition (9.72%), (2) insertion of preposition (31.95%), and (3) selection of incorrect preposition (58.33%). The writer concluded the dominant type of error of this writer was error of selection of incorrect preposition with the percentage 58.33% and the occurrence 42.

Keywords: *Error Analysis, Writing, Preposition*

Introduction

Language as a tool of communication cannot be separated from human life. Many countries in the world compete in many aspects such as social, political, economic, and also education activities across regions and continents in this globalization era. One thing that will not escape from developing those aspects is the language because language is a bridge for all developments. According to Chomsky in Banga & Suri (2015: 24), language is used to deliver ideas, thoughts, feelings and opinion to the world. Human being uses language, both in written and spoken form. In a wider scope, language functions as a means of international communication by at least two people. English is the foreign language in Indonesia, people use



Indonesia language to communicate to each other, eventually some people find difficulty in using English properly especially in academic context. Many students cannot arrange the word well because lack of grammar. One part of grammar is preposition, somehow the students were not be able make the good sentences or paragraphs academically especially in writing.

Writing is a process of expressing language that is used to convey and explain idea in the form of letter. Ur (2003: 163) states that writing is expressing the ideas, the conveying the message to the readers, so that the ideas themselves should arguably be seen as the most aspect of writing. In writing activities, the students can communicate their ideas and thought to others through written form such as a letter, message, or invitation for communication.

In writing, prepositions have the important role in making a good idea or thought because preposition is the marker of good sentences such as preposition of place that is act, as markers to the structure of a sentence in indicating the specific location, position, and place. Putting the preposition word incorrectly would change the certain meaning of its content. However, preposition of place must be correctly used to make the content clearly defined, especially in indicating the certain position of thing or someone.

Based on the background of the study above, the problems of this study are formulated as follows:

1. What was the type of errors made by the students in writing using preposition place?
2. What was the most dominant error made by the students in writing using preposition of place?

Based on the problem of study, the objectives of this study can be formulated as follows:

1. To find out the type of errors of English preposition of place in students' writing of the seventh-grade students of SMP Budi Murni 2.
2. To find out the dominant type of errors of English preposition of place in students' writing of the seventh-grade students of SMP SMP Budi Murni 2

Literature Review

Error

In the course of learning and using foreign language, one of the most inhibiting factors in appears of making errors. The making of errors is a sign that the students have not mastered the rules of the language being learned. According to Sanal (2007: 597), error analysis is a study to identify, to describe and systematically to explain the learners 'error by using any of the principles and techniques provided by linguistics. It can be said that error analysis as a process based on analysis of the students' errors. Further as, Brown as cited in Sanal (2007: 598) states that error analysis is the activity to observe, to analyze and to classify the students' errors for conveying something of the system operating. Error analysis is significant for learners and teachers as Hasyim (2002: 45), observes that errors are advantageous for both learners and teachers. It provides information to the teachers on students' errors. This helps the



teachers in three ways, firstly to correct their errors, secondly to improve their teaching, and thirdly to focus on those area that need reinforcement.

Practically, error analysis can be a very useful device of a foreign language teaching program. Errors provides feedback and tell the lecturers something about the effectiveness of their teaching materials and their teaching techniques. By conducting error analysis, hopefully the students' error can be eliminated. Therefore, the students' capability in English is improved significantly.

Error Versus Mistakes

Error and mistake are two different terms. In order to analyze them, it is necessary to make distinction between error and mistake.

a. Mistake

According to Brown (2002: 165), mistake refers to a performance error that is either a random guess or "slip", it is a failure to utilize the system correctly. Similarly, Corder (1981: 10) states that mistakes refer to errors of performance. It means that mistake refers to a performance of error. In addition to that, Ellis (1997: 17) states that mistakes reflect occasional lapses in performance; they occur because, in a particular instance, the learner is unable to perform what he or she knows.

b. Error

According to Richards (2013: 12), error analysis is the study of error made by the second and foreign language learner. Error analysis may be carried out in order to find out how well someone knows language, find out how a person learns a language, and obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials. Norrish in Wahyuni (2014:2) also defines error a systematic deviation, when a learner has not learn something and consistently gets it wrong.

The Classification of Errors

Dulay et al. (1982: 146) point out four basic classification in errors, there are classification based on linguistic category, surface strategy taxonomy, comparative analysis and communicative affect taxonomy. In this research, the writer focused on linguistic category. James (1996: 106) proposes the classification of errors based on surface strategy taxonomy and comparative taxonomy. According to the Dulay there are four categories of the classification of error linguistic category (morphological and syntactical errors, comparative, communicative and surface). Uddin and Alam (2015:88) find three types of errors that regarding the use of preposition in the writings of English Bangali learners:

1. Omission of preposition

The learners drop using any preposition that is necessary for the correct interpretation of the sentence. For instance:

1. we are working office
2. He breakfasts 7 o'clock in the morning



3. She is laughing me
4. Insertion of preposition

The learners include a preposition that should not be used in a sentence. For example:

1. I am going to mall
2. He has described about the accident
3. We reached at the station at 5 p.m
4. Selection of incorrect preposition

In selection of incorrect preposition, the learners supply prepositions in their sentences which are not appropriate. For example:

1. I came here in the 15th of July.
2. I came in Campus at 10 o'clock.
3. He prevented me to go there

Writing

Writing is one of four basic skills in learning English. It is an activity of exploring or conveying one's opinions and ideas into words to be a good sentence Writing includes the organization of words, phrases, clauses, and sentences into coherent and cohesive paragraphs and texts. According to Richards and Renandya (2002: 309), written language is complex at the level of the clause. That is why the students have some difficulties to be master in English writing, and have a problem to create same a good sentence in writing proses because writing is includes the organization of words, phrases, clauses, and sentences into coherent and cohesive paragraphs and texts, that they are should be know and understand in the correct writing rules.

The Kinds of Writing

Generally, there are three kinds of writing, those are Free writing, Controlled Writing, and Guided Writing as explained by experts below:

a. Free Writing

According to Lagan (2003:17), free Writing is just sitting down and writing whatever comes to your mind about a topic. This opinion also almost the same as Peter and Pat (2000:6), who clarifies free writing means writing privately and writing without stopping, just write whatever words come to your mind or whatever you want to explore at this moment.

It means, in free writing the students just need to write what anything they want to write, without regardless about grammar, and do not stop until they run out of something, they want to say in their writing text.

b. Controlled Writing

According to Raimes (1983:95), controlled writing is all the writing your students do for which a great deal of the content and/ or form supplied. She also explains that in controlled writing, the students are focused on getting words down on paper and in concentrating on one



or two problems at a time; and the technique which is considered by her is the students are given a task to work such as an outline to complete, a paragraph to manipulate, a model to follow, or a passage to continue.

c. Guided Writing

According to Raimes (1983:103), guided writing is an extension of controlled writing. She explained that guided writing is less control than controlled writing. In this kind of writing the students are given a first sentence, a last sentence, an outline to fill out, a series of question to respond to, or information to include in their writing.

Preposition

Wren and Martin (2000:128) define preposition as a word placed before a noun or pronoun to show in what relation the person or thing denote by it stands in regard to something else. The noun or pronoun which is used with a preposition is called objects. However, preposition as well as conjunction is different from other part of speech.

Methodology

Research Design

In this research, qualitative descriptive method was used to analyze the error of using English preposition of place made by students at second grade of SMP Budi Murni 2. According to Gay et al. (2006:159), descriptive research is also referred to survey research, determines and describes the way things are. Therefore, the writer considers to use qualitative descriptive method in order to describe students' error by using statistical data.

The Source of Data

The instrument of collecting data for this research was the composition. The students chose one of the following these topics:

1. My Holiday.
2. My favorite place.
3. My favorite room.

The students needed to make their own compositions based on the writer's instruction, in a single paragraph with 10 sentences at least.

The Technique of Analyzing Data

After collecting the data from the students' preposition of place, display the data based on preposition of place, to obtain the percentage of identifying student's errors in their preposition of place the writer was apply the following formula:

$$p = \frac{F}{N} \cdot 100\%$$

P = Percentage

F = Frequency of error occurred

N = Number of students' error



Findings

Data Analysis

In this research, the data were taken from 25 students of thhe seventh grade students of SMP Budi Murni 2. The data collected in this research are the students' answer sheet in paragraph text, the time allocation was 90 minutes to write paragraph text. In one paragraph text that has ten sentences. Before the students wrote the paragraph text, the writer has provided papers and the four topics. The topics are: "My Holiday, My Favourite place and My Favourite Room. The student was free able to choose one of the topics that for the writer provided. The writer identified all occurrences of errors and classified them by using Udin & Alam surface strategy Omission, Insertation, Selection.

After collecting the data from students, researcher analyzed, underlined, and identified students' sentences that contained preposition of errors. The result of data revealed that there were three types error of preposition which was committed by students. The students' errors of preposition in writing were obtained into table, as follows:

Table 4.2 Total of the Students' Error

Types of Preposition	Types of Error			Total
	OP	IP	SIP	
<i>In</i>	5 (6.95%)	15 (20.83%)	14 (19.45%)	
<i>On</i>	-	5 (6.94%)	6 (8.34%)	
<i>At</i>	2 (2.78%)	3 (4.17%)	22 (30.55%)	
Total	7 (9.72%)	23 (31.95%)	42 (58.33%)	72 (100%)

Notes: OP= Omission of Preposition, IP= Insertion of Preposition,
SIP=Selection of Incorrect Preposition.

Based on table 4.1, the greatest number of errors is error of selection preposition with the percentage 58.33%. Then below the greatest number is error of insertion preposition 31.95%. The smallest number of errors is error of omission 9.72%.

There were 72 preposition errors found in students' writing. The errors were classified based on Uddin and Alam's classification (2015), they were; omission, insertion, and selection. There were 7 errors that were found in *omission*, 22 errors that were found in *insertion*, and 42 errors that were found in *selection*.

Discussion

In this part, discussion deals with the interpretation of findings derived from the result of findings about the students' errors on the use preposition of place in, on, and at in writing. The eleventh-grade students of SMP Budi Murni 2 contributed three types of errors on the use of preposition of place in their writing, those were, (1) omission of preposition (9.72%), (2) insertion of preposition (31.95%), and (3) selection of incorrect preposition (58.53%). This research revealed that the dominant preposition error was selection of incorrect preposition



with the occurrence 42 errors (58.33%). Selection of incorrect preposition is marked by the supply prepositions in their sentences which are not appropriate in line with Uddin and Alam (2015:88). From all discussions above, it can be summarized that the eleventh-grade students of SMP Budi Murni 2 who learn English as foreign language tend to supply prepositions in their sentences which are not appropriate because non-native learners and it was challenges in natural language processing.

Conclusion

After finishing the research, the researcher drew some conclusions. The conclusions were based on the result of the writing test about students' errors of using preposition of place the eleventh-grade students of SMP Budi Murni 2 as sample contributed three types of errors on the use of preposition of place in their writing, those were, (1) omission of preposition (9.72%), (2) insertion of preposition (31.95%), and (3) selection of incorrect preposition (58.33%). This research revealed that the dominant type of error on the use of preposition of place contributed by the eleventh-grade students of SMP Budi Murni 2 on their writing was selection of incorrect preposition with the occurrence 48 errors (58.33%). Selection errors indicated that students faced some difficulties in using preposition and it also implied that the students supplied preposition of place in their sentences which are not appropriate.

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