



AN ERROR ANALYSIS OF PREPOSITION IN STUDENT'S RECOUNT TEXT: A DESCRIPTIVE STUDY AT MAN 2 PADANG

Ika Nur Islami¹, Witri Oktavia²

English Department

Faculty of Languages and Arts State University of Padang

email: ikanurislami863@gmail.com

witri38oktavia@gmail.com witrioktavia@fbs.unp.ac.id

Abstract

This study aimed to identify, classify and explain the errors and source of error that the second grade students of MAN 2 Padang made in using preposition based on surface strategy taxonomy and Brown's theory (2000). The instrumentation of this research is recount text. In this research, the researcher uses a qualitative descriptive method. The researcher reveals the types of errors and explains the sources of error occurred. The result of the research shows that 144 errors occurred at the second grade students of Man 2 Padang in using preposition. The researcher found the highest percentage of type of error is misformation with total number 78 errors or 54,16%. The other finding is sources of errors which has interlingual transfer as the highest source of error with total number 114 error or 79,16%.

Key words: Types of Errors, Sources of Errors, Recount Text.

A. INTRODUCTION

Preposition is one of part of speech that students can not mastered well. There are several reasons why preposition is not an easy task for foreigner who study English as foreign language. Jasson (2006) said that the students affected by the first language. As a result, the learner already has an idea of how preposition work. In addition, students may frequently be confused because of the complexity of the rule in using prepositions since there are a lot of variations of prepositions (Suzanne,2017;Yu,2014).

Preposition also has a crucial role in sentence. It slows writers to express the link between spare items. Lembayung (2017) also said that preposition is important because preposition has two functions. The first is to connect the noun (all type of noun) to the rest of sentence. The second is to specify the position of the noun (person or object). In addition, Herdi and Andriana (2017) stated that prepositions are connector. They also said that preposition are followed by noun phrase , and also relate the noun phrase to another word, or to the other sentence as a whole. That is why identifying errors in preposition is important.

A number of preposition analysis studies have been performed to analyze preposition error in writing. First, Lembayung (2017) did a research about

preposition errors made by the eight grade pupils of MTs Yapenbaya Katibung South Lampung. Suzanne (2017) also did a related research. She did an analysis of preposition of *in*, *on*, and *at*. Moreover, Islami (2015) did a research related to preposition. She did a research about the main difficulties in mastering the English preposition. Other researcher that has related topic to this research is Jansson (2007). She did a research about native swedish speakers problem with English preposition. Despite the similarities this study shares with the previous studies, there are still differences. The present study discusses about all types of preposition that occur in student writing; preposition of place, preposition of direction, preposition of time, and preposition of manner. Also in this study, the researcher uses recount text as an instrument and classifies errors by using Surface Strategy Taxonomy.

B. RESEARCH METHOD

This research is a descriptive qualitative research used in analysing the error of preposition in the recount text. By using this type of research, the error of preposition in the recount text as the data will be described into a percentage after calculating the occurrence of devices. Descriptive qualitative research will answer the research questions in the first chapter that consists of some problem that should be solved. Polkinghorne (2005:137) argue that qualitative research is a type of research by describing and clarifying human experience. It means that the finding will be seen by using illustration or description.

The sample of this study is 33 students in first year students in MAN 2 Padang. They are asked to write an recount text in 60 minutes because they are still learning the text in that semester.

The instrumentations that will be used in this research is recount text and table analysis to collect the data. Then, the data will be percentage to find out the error of preposition and sources of errors that most frequently used in the recount text.

C. RESULT AND DISCUSSION

1. Research Finding

The data of the research were the use of preposition in the recount text. They were taken from the test given to 33 students of XII IPA 5 in MAN 2 Padang. The data were analysed by using Dulay's theory to identify types of error and Brown's theory to identify sources of error. The data were circled and they were classified into a table analysis in order to group them into omission, addition, misformation and misordering, also interlingual, intralingual, context learning, and communication strategies.

As the result, the total of preposition error were 144 errors. For the details is described in the table below.

Table 1. The percentage of students' types of error

Types of Errors	omission	addition	misformation	misordering	total
Number	32	33	78	1	144
Percentage	22,22%	22,91%	54,16%	1%	100%

Table 2. The percentage of students' sources of error

Types of Errors	Inter-	Intra-	Context of learning	Communication strategies	total
Number	114	20	9	1	144
Percentage	79,16%	13,88%	6,25%	1%	100%

From the table.1 , the researcher can conclude that misformation was made by students for more that half of the total numbers of error. It was 78 errors or 54,16 % . Omission and addition just have a difference of one percent. There were 32 errors or 22,22 found in omission and 33 errors or 22,91 found in addition. The least error that students made is misordering. It was only one error.

Table. 2 shows that the highest error that student made in using preposition is interlingual error with 114 occurane of errors or 79,16% . The second and the third are intralingual and context of learning which have a significant difference from interlingual. Intralingual has 20 errors or 13,88% and context of learning has 9 errors or 6,25. The last is communication strategies which has one percent from out of total numbers of errors.

a) Types of error

First, the types of error that most frequently was misformation. It was error that the students choosing of incorrect prepositions. It can be seen from the used of reference in the example below.

Example 1

In the new year eve, I went to Jakarta to holiday.” (Student 16. Line.1)

in is not proper in this context. *in* is preposition of time which used to discuss months, seasons, years, centuries, and general times. *on* is preposition of time which used to discuss certain days of the week or portions of days of the week, specific dates, and special days. In this sentence, the student writes new year eve . So, the proper preposition in this sentence is *on*. The sentence should be **On** the new year eve, I went to Jakarta to holiday.”

The second types of error that most frequently used by the student in writing a text was addition. This error when student put preposition were not needed.

Example 2

“My parent went to work at 08.00 pm and back **to** home at 06.00 am.” (Student 9. Line.3)

In this sentence, the student add a preposition *to* before home. That is incorrect because home in this konteks is adverb. Preposition can't be used in

between a verb and adverb that follows it. the sentence should be “*My parent went to work at 08.00 pm and back home at 06.00 am.*” Or “*My parent went to work at 08.00 pm and back to our home at 06.00 am.*”

The third types of error that most frequently used by the student in writing a text was omission. Omission is the error which is characterized by the absence of an item that must come up in a well-formed utterance

Example 3

“*My village in Kinali and my friend’s village ^ Pasaman Barat*” (Student 15.Line.2)

In this sentence, the student did not add a preposition in or preposition of place. The correct sentence should be “*My village is in Kinali and my friend’s village is in Pasaman Barat*”. So, this error is classified into omission..

Then, the least types of error that student made was misordering. Misordering errors characterized by the use incorrect placement of word.

Example 4

“*I little bit sad because I can’t travelling I plan as before.*” (Students 3.Line.16)

The student confused to put preposition of *as*. The sentence should be “*I little bit sad because I can’t travel as I plan before.*”

b) Sources of error

The most frequently that found in student writing was interlingual. It is the result of transfer from native language. Because in this stage the native language is the only previous system upon which the learners can draw.

Example 1

“*We were hit with other motorcycle.*” (Student 2.Line.7)

The researcher found out in this sentence that she wanted to write *saya ditabrak sama motor lain* and she used preposition *with* as translation from the word *oleh*. However, th preposition *with* is not appropriate in this context. The possible sentence should be “*We were hit by other motorcycle.*”

The second sources of error that most frequently occurred in student writing was intralingual. In this stage, the second language learners have learned target language. They overgeneralized the information from target language in every structure of language the find

Example 2

“*In the night, I and my family watch tv “spotlite”.* (Student 7.Line.3)

This student over-generalized that preposition *in* can be used in all adverb of time. The phrase “*in the morning*” “*in the afternoon*” , and so on are correct. But *night* is exception. The sentence should be “*at night, my family and I watched tv “spotlite”*”

The third sources of error that most frequently occurred in writing a text was context of learning. Context of learning is about untutored second language

learning. What the learners learn in classroom and what the real happen in daily life are different.

Example 3

“...not very boring ²like you think.” (Students 9. Line.12)

The use of preposition *like* can not be put in the sentence as translate from *seperti*. In this sentence, the use of preposition *like* can not be used. The sentence should be “...not very boring ²as you think.”

Then, the least sources of error that student made was communication strategies. Communication strategies is related and defined as learning style. Learning techniques can become of source of error.

Example 4

“The field on middle my house and my aunty.” (Student 21.L.2)

The student substitutes the preposition *between* for the *on middle*. The sentence should be “The field between my house and my aunty.”

2. Discussion

Based on findings of the research, it can be seen that all of types of error and sources of error were occurred in a recount text. This study also was relevant with other previous studies such as, Lembayung, 2017; Suzanne, 2017; Islami, 2015 and Jansson, 2006.

The first question is about types of error that students made in writing recount text. The writer used Surface Strategy Taxonomy which classifies into four : omission, addition, misformation, and misordering. The finding showed that from 33 students' writing, there were 144 errors which were classified into 32 omission, 33 addition, 78 misformation, and 14 misordering error. From the result, it was found that misformation was the most frequent type of errors with the total number of errors 78 (54,16%). Misformation is a preposition that not appropriate in sentence. Furthermore, it was followed by error of addition with the total number of errors 33 (22.22%), error of omission was 31 errors (22,91%) and error of misordering was 1 error (1%).

Moreover, the second research question is about sources of errors that students made in writing recount text. The researcher got sources of errors from students' writing based on Brown's theory . Therefore, sources of errors classifies into four : interlingual transfer, intralingual transfer, context of learning, and communication strategies. The finding showed that from 33 students' writing recount text, there were 144 errors which were classified into 114 interlingual transfer, 20 intralingual transfer, 9 context of learning, and 1 learning style error. Based on the result, it was found that interlingual transfer was the highest source of error of with the total number of errors 114 . Interlingual transfer is the result of transfer from native language. Furthermore, it was followed by error of intralingual with the total number of errors 20, error of context of learning was 9 errors and learning style was 1 error.

This research has similarities with the result of other previous studies. A research conducted by Utari (2017) entitled *An Error Analysis on The Use of Preposition in Narrative Composition Made by The Eleventh Grade Students of SMA 1 Babat Toman Muba*. In her research, the highest percentage of error was misformation with total number 58 errors (50,43%) out of whole errors. However, he used categories of errors based on Jha (1991), which is Omission, Insertion, and Selection. A research done by Tiara Lembayung (2017) entitled *An Error Analysis of Preposition of Place in Students' Descriptive Text Writing at The First Semester of The eight Grade of MTs Yapenbaya Katibung South Lampung in The Academic Year of 2017/2018* also showed the same result with this research. In her research, she also used Surface Strategy Taxonomy in analyzing preposition of place in Descriptive text with total number misformation error 54 errors (45,00%) followed by addition with 32 errors (26,66%), omission with 27 errors (22,50%), and misordering with 7 errors (5,83%). Based on the result of previous research, it showed that student still make many errors in writing, especially in misformation error, and also students confused to choose a proper preposition.

Besides the similarities, this research also has differences from previous study. The result of this research is different from the result of another previous study. A research was conducted by Affied Alfayed (2017) entitled *An Analysis of Students' Grammatical Errors in Writing Recount Texts*. In his research, the highest number of error was intralingual with total number 197 errors out of whole errors. He used Richard's Theory which have categories such as intralingual, interference, and developmental error.

D. CONCLUSION AND SUGGESTIONS

Based on the explanation in the previous chapters, this research was carried out to analyze and classify the types of errors and sources of errors of preposition in writing recount text. The error collected was classified based on Surface Strategy Taxonomy. Four types of errors based on Surface Strategy Taxonomy proposed by Dulay are omission, addition, misformation, and misordering error. The writer concluded that the types of error that were made by the students in their writing from the highest percentage to the lowest are error of misformation, error of addition, error of omission and error of misordering. For the sources of errors was classified based on Brown's theory. Four sources of errors proposed by Brown are interlingual transfer, intralingual transfer, context of learning, and communication strategies.

Therefore, the students need to learn more about how to use preposition actually to avoid misformation error. The student have to clearly understand to be able write an appropriate preposition in their writing.

Based on the findings and discussion, there were some suggestions for students and teacher. First, the students of the school needs to learn more about the use of preposition, especially in choosing an correct preposition. After that, teacher should improve the way they teach and should improve their techniques in teaching to reduce the errors which are always made by the learners. The

researcher suggest to give much more example for one preposition and also comparing the same preposition in different context for reducing students confusion in choosing right preposition. It can be seen in the result of researcher that student make the most error in misformation and interlingual transfer as the highest error that students made.

BIBLIOGRAPHY

- Alfayed, A. (2017). *An Analysis of Students' Grammatical Errors in Writing Recount Text*. Banda Aceh: Ar-raniry State Islamic University
- Benelhadj, F. (2015). *Prepositional Phrases across Dicipines and Research Genres: A Syntactic and Semantic Approach*. University of SFAX.
- Brown, H D. (2000). *Principle of Language Learning and Teaching (4th ed.)*. New York : Longman.
- Herdi & Andriana, Nelisa. (2017). *A Study on The Students' Ability in Using Preposition of Direction*. Universitas Lancang Kuning
- Islami, A. (2015). *The Main Difficulties in Mastering the English Language Preposition* Doctoral Thesis. Pristina
- Jansson, H. (2016). *Native Swedish Speakers' Problem with English Preposition*. öRebro Universitet.
- Lembayung, T. (2017). *An Error Analysis of Preposition of Placen in Students' Descriptive Text Writing at The First Semester of The Eight Grade of MTs Yapembaya Katibung South Lampung in The academic Year of 2017/2018*. Lampung : State University Lampung.
- Polkinghorne, D. E. (2005). *Language and meaning: Data collection in qualitative research*. Journal of Counseling Psychology. California: University of Southern California
- Suzanne, N. (2017). *An Analysis of Preposition Errors: The Case of in, on, and at*. *Lingua Didaktika*, XI, 13-21.
- Utari, M. (2017). *An Error Analysis on The Use of Preposition in Narrative Composition Made by The Eleven Grade Student of SMAN 1 Babat Toman Muba*. Palembang: State University Raden Fatah