

**AN ERROR ANALYSIS OF PREPOSITION IN WRITING DESCRIPTIVE TEXT AT
THE SEVENTH GRADE STUDENTS OF SMP N 1 NGARGOYOSO
KARANGANYAR IN 2021/2022 ACADEMIC YEAR**

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ABSTRACT

The objective of the research were: 1) to find out the type of errors in using preposition of place in writing descriptive text by the students of class VII A in SMP N 1 Ngargoyoso Karanganyar in 2021/2022 academic year, 2) to find out the dominant errors in using preposition of place in writing descriptive text by the students of class VII A in SMP N 1 Ngargoyoso Karanganyar in 2021/2022 academic year, and 3) to find out the causes of errors in using preposition of place in writing descriptive text by the students of class VII A in SMP N 1 Ngargoyoso Karanganyar in 2021/2022 academic year. The method of the research was descriptive qualitative research. This research was conducted on 12 January to 20 January 2022. The subjects of the research were class VII A of SMP N 1 Ngargoyoso, in the class consist 32 students. In technique of collecting the data, the researcher used interview, test, and documentation. To analyze, the researcher used the model of qualitative analysis from Miles and Huberman. This research was Error Analysis. Then, to analyze the data, the researcher used the Corder's theory. The five texts gave to the students. Then, the type of errors was made by the students was misformation type. In this research, the dominant error in the use of preposition was misformation. In the first text, the dominant preposition was "in" with percentage of 63.7%. In the second text was preposition "at" with percentage of 55.6%. In the third text was preposition "at" with percentage of 60%. In the fourth text was preposition "in" with percentage of 61.7%. In the last text was preposition "in" with the percentage of 59.9%. Then, the causes of error in the used of preposition there were two causes. There were carelessness and first language. It could be conclude, the misformation was the main type of error in the class. The dominants error in the used of preposition was misformation with percentage of 100% each text. The causes of error in the used of preposition were carelessness and first language.

Keywords: Error Analysis, Preposition, Descriptive Text

INTRODUCTION

Humans need the language to communication and interaction with others. English is an international language. Harmer (2001:1) argues that as an international language, English can be used to communication and know the language by learners or students. Learning English can enhance their understanding about globalization. As the foreign language in Indonesia, English language must be learnt and mastered by Elementary School to University levels. But, some people have difficulty in learning English. The learners or students do not always use the English effectively and correctly during the learning process.

When learning a language, some people have problems especially learning English. Error is a failure of knowledge or a deviation in learning the target language from the norms of that language, which occurs naturally and influences both knowledge and production. Error might occur automatically as a product of student's insufficient knowledge of the target language's rules. Corder (1981:5) states that language errors are caused by interference or a person's failure to acquire a second language from the first language habit. Before acquiring a language, the students will produce a set of errors. When a learner has not learnt something and is

continually wrong, it is called systematic deviation. When the learners make an error, they can not to correct the error by themselves.

A mistake is an inconsistency in speech produced by the mother tongue's composition, a lack of competence and attention, carelessness, exhaustion, and other factors. Norrish (in Hasyim, 2002) argues that mistake is a consistency in which the learners do things correctly sometimes and incorrectly sometimes and incorrectly other times. The mistake refers to departure induced by memory, spelling, emotion, and other factors. The errors is applies to output errors.

Every learners or students make a variety of errors. Dulay, Burt, and Krashen's (in Kharmilah & Narius, 2019) divided the types of error into four types there are omission, addition, misformation, and misordering. Omission error is the absence of an item that must appear in well form utterance in written or spoken forms. Addition is a short of error characterized by the presence of elements in speech that should not be present. Misformation is the use of incorrect morpheme or word in the sentence. Misordering is incorrect placement of morphemes in a spoken or written sentence.

Making an error while learning a language is normal, especially when the learners studying a foreign or second language. According to Corder (1981:14) error analysis is a methodology for finding the error in language learning. Error analysis is a step that looks at error as a process rather than a product to figure out why they occur. When the learner makes an error, there are the reasons why it happened. Based on Norrish (in Hasyim, 2002) there are three causes of error analysis namely carelessness, first language, and translation. Carelessness occurred when the learner lack of motivation when learning language and the teacher's less attractive method of teaching the information. First language occurred when the learner tries to learn the new habits, old habits will get in the way especially in learning language. Translation is the students translate the sentence from the target language into their native language.

In English, there are four language skills, they are writing, speaking, reading, and listening. Some of the language skill that must be learnt in Junior High School is writing. Perrault (in Susilawati, 2017) states that writing is an activity or a type of work that includes novels, poems, stories, and other types of writing. In learning writing, some elements that support of

learning writing are grammar, vocabulary, mechanics, and punctuation. The way a language manipulates and combines words to generate longer symbols is known as grammar. Preposition is one of important aspects to consider of grammar. Based on Holt and Wishon (in Ilham, 2018) preposition connects words and phrases in a sentence, and it is function to connect nouns, pronouns, verbs, and adjectives. There are of preposition, such as preposition of place, preposition of time, and preposition of direction. In this research, the researcher uses the preposition of place. Preposition of place is the preposition that uses to describe when something is going. The prepositions of place that uses by researcher are *in*, *on*, and *at*.

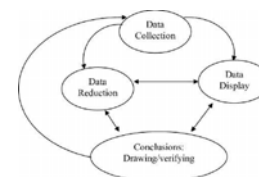
In learning English, there are some texts that must be learnt by the students. A descriptive text is one of English text. Pardiyono (in Fitri et al., 2017) argues that descriptive text is a sort of text that has a specific purpose that is to describe an object. This text explains everything about something in great detail. The purpose of this text is to describe something with specific. In descriptive text has two generic structure, there are identification and description.

Based on the theories above, there were three objectives of the research namely: 1) to find out the types of error in using preposition of place in writing descriptive text by the students of class VII A in SMP N 1 Ngargoyoso Karanganyar in 2021/2022 academic year; 2) to find out the dominant errors in using preposition of place in writing descriptive text by the students of class VII A in SMP N 1 Ngargoyoso Karanganyar in 2021/2022 academic year, and 3) to find out the cause of errors in using preposition of place in writing descriptive text by the students of class VII A in SMP N 1 Ngargoyoso Karanganyar in 2021/2022 academi year.

RESEARCH METHOD

This research was conducted in SMP N 1 Ngargoyoso Karanganyar. It was located on Jl. Kemuning Rt02/11 Tanen, Kemuning, Ngargoyoso, Karanganyar. It was held on 12 January to 20 January 2022. The subject of the research was class VII, especially in class VII A. The method used in this study was descriptive qualitative research. According to Berg (in Sijiono & Aristo, 2019) descriptive qualitative research is a research strategy for determining the correct answer to question by examining different social and human factors in a given situation.

Qualitative research was defined as a study that produced a precise and accurate description of real word objects and phenomena based human life experience. In this research, the data source used primary data source and secondary data source. Primary data source were collected from the students test result based on the problems, that was the use of preposition *in*, *on*, and *at* in descriptive text. Secondary data source from the expert in error analysis and other sources from internet. In this research, the techniques of collecting the data were interview, test, and documentation. The researcher interviewed with the English teacher and three students. In the test, the researcher gave five texts to the students. Then, the students complete the blank text using preposition *in*, *on*, and *at*. In this research, the documentation was from the research photos. The technique of analyzing used model from Miles and Huberman (2014:8). There were four steps in the model of qualitative research, there were data collection, data reduction, data display and conclusion, as below:



Component of data analysis: Interactive model by Miles and Huberman (2014:8)

Then, to analyze the data of error analysis was use formula from Corder. The formula as follow:

$$P = \frac{N_1}{\Sigma N} \times 100\%$$

Notes:

P = Percentage of each error

N1 = Total of given error

ΣN = Total of whole error evaluation

RESEARCH RESULT AND DISCUSSION

Research Result

To know the result in this research, the researcher used the test to collecting the data. The following was answer from this research:

1. The type of error in using preposition

To classify the type of errors in this research, the researcher used the theory from Dulay, Burt and Krashen. According to Dulay, Burt, and Krashen's theory (in Kharmilah & Narius, 2019) in the surface strategies taxonomy, there are four type of errors namely omission, addition, misformation, and misordering. The researcher gave five texts to the students entitled Eiffel Tower, Cetho Temple, Karanganyar, Borobudhur

Temple, and City of Rome. The test gave to 32 students.

i) Eiffel Tower

In the Eiffel Tower text, the error that found was misformation. Then, the researcher did not found the type of errors omission, addition, and misordering. The total of percentage was 100%. In this text there were two paragraphs. In the first paragraph, there was 57.6 % of error. In the second paragraph, there was 42.4% of error.

The following was students work:

- **The Eiffel Tower is located on the Champ de Mars on Paris.**

(In the sentence, the preposition "**on**" use to indicates the general place that was Paris. But, the correct preposition used "**in**".)

- **The tower is highest building at Paris.**

(In the sentence, the preposition "**at**" used to describe the place that was Paris. But, correct preposition used "**in**".)

- **Until the Chrysler in New York City was built on 1930.**

(In the sentence, the preposition "**on**" used to show

the year that was 1930. But, the correct preposition to show the year used “*in*”.)

ii) Cetho Temple

In the Cetho Temple text, the error that found was misformation. Then, the researcher did not found the type of errors omission, addition, and misordering. The total of percentage was 100% of misformation type. In this text there were two paragraphs. In the first paragraph, there was 11.4% of error. In the second paragraph, there was 88.6% of error.

The following was students work:

- **Cetho temple is a Hindu temple at Central Java.**

(In this sentence, the preposition “*at*” used to indicate the general place that was Central Java. But, the correct one used “*in*”.)

- **This place is very interesting because it is located in the slopes of Mount Lawu.**

(In this sentence, the preposition “*in*” used to show the place that was the slopes of Mount Lawu. But, the correct preposition used “*on*”.)

- **In the Cetho temple there is souvenir shop.**

(In the sentence, the preposition “*in*” used to show the specific place that was Cetho temple. But, the correct preposition used “*at*”.)

iii) Karanganyar

In the Karanganyar text, the error that found was misformation. Then, the researcher did not found the type of errors omission, addition, and misordering. The total of percentage was 100% of misformation. In this text, there were two paragraphs. In the first paragraph, there was 31.2% of error. In the second paragraph, there was 68.8% of error.

The following was students work:

- **Its location is located on 14 km east of Surakarta.**

(In this sentence, the preposition “*on*” used to show the distance. But, the correct preposition to show the distance used “*at*”.)

- **Tawangmangu is also a major tourist area on Karanganyar district.**

(In this sentence, the preposition “*on*” used to

indicate the general place. But, the correct preposition used “*in*”.)

- **It is located in 12 km from Sukuh temple.**

(In this sentence, the preposition “*in*” used to describe the distance. But, the correct preposition used “*at*”.)

iv) Borobudhur Temple

In the Borobudhur Temple text, the error that found was misformation. Then, the researcher did not found the type of errors omission, addition, and misordering. The total of percentage was 100% of misformation. In this text there were five paragraphs. In the first paragraph, there was 10.7% of error. In the second paragraph, there was 1.2% of error. In the third paragraph, there was 34.9% of error. In the fourth paragraph, there was 48.4% of error. Then, in the fifth paragraph, there was 8.4% of error.

The following was students work:

- **This temple is located on Borobudhur village, Magelang, Central Java.**

(In this sentence, the preposition “*on*” used to

describe the general place. But, the correct preposition used “*in*”.)

- **There are so many stories written at Borobudhur’s wall.**

(In the sentence, the preposition “*at*” used to describe the place. But, the correct preposition used “*in*”.)

- **There are 72 Stupas on the level of Aruphadatu.**

(In this sentence, the preposition “*on*” used to indicate the level of *Aruphadatu*. But, the correct preposition used “*at*”.)

v) City of Rome

In the City of Rome text, the error that found was misformation. Then, the researcher did not found the type of errors omission, addition, and misordering. The total of percentage was 100% of misformation. In this text there were four paragraphs. In the first and the fourth paragraph did not found the error. In the second paragraph, there was 53.2% of error. In the third paragraph, there was 46.8% of error.

The following was students work:

- **This corresponds fairly closely to archeological evidence, which shows farming communities on the area.**

(In this sentence, the preposition “*on*” used to show the place. But, the correct preposition to show used “*in*”.)

- **It was said that twins of Romulus and Remus has founded the city in 753 BC, in 21st April.**

(In this sentence, the preposition “*in*” used to describe the date. But, the correct preposition use “*on*”.)

- **Rome was one of the central leading cities on the Renaissance.**

(In this sentence, the preposition “*on*” used to indicate the place. But, the correct preposition used “*in*”.)

2. The dominant error in using preposition

In this research, the dominant of error was misformation type. In the Eiffel Tower text the most dominant error in the used preposition was “*in*”, there were 67.7% of misformation. In the Cetho Temple text the most dominant error in the used preposition

was “*at*”, there were 55.6% of misformation. In the Karanganyar text the most dominant error in the used preposition was “*at*”, there were 60% of misformation. In the Borobudhur Temple text the most dominant error in the used preposition was “*in*”, there were 61.7% of misformation. Then, in the City of Rome text the most dominant error in the used preposition was “*in*”, there were 59.9% of misformation.

From the five texts the dominants error was misformation type and every text had different the used of preposition *in*, *on*, and *at*.

3. The causes of error in using preposition

Norrish (in Hasyim, 2002) states that there were three types of causes of error such as carelessness, first language, and translation. In this research, the causes that found by the researcher were carelessness and first language. The students had less motivation, knowledge and understanding. So, the carelessness occurred. The students difficult to learned the English subject. Because, the most of students was use the Javanese language. Then, the English was not the daily language. So that, the first language influenced the learner did the errors.

Discussion

Completing the texts was a test for the students. There were five texts given to the students. In the test, the researcher found that the type of error that made by the students in Eiffel Tower text was omission with total percentage was 0%, addition with total percentage was 0%, misformation with total percentage was 100%, and misordering with total percentage was 0%. Then, Cetho Temple text was omission with total percentage was 0%, addition with total percentage was 0%, misformation with total percentage was 100%, and misordering with total percentage was 0%. Karanganyar text was omission with total percentage was 0%, addition with total percentage was 0%, misformation with total percentage was 100%, and misordering with total percentage was 0%. The text entitled "Borobudhur Temple" was omission with total percentage was 0%, addition with total percentage was 0%, misformation with total percentage was 100%, and misordering with total percentage was 0%. City of Rome text was omission with total percentage was 0%, addition with total percentage was 0%, misformation with total percentage was 100%, and misformation with total percentage was 0%. So, the type of errors in the used of

preposition *in*, *on*, and *at* was misformation type.

The researcher interviewed with English Teacher. The teacher says affected the online learning since Elementary School. When the teacher explained the preposition materials, the students felt difficult to understand the materials. Vocabulary was the main factors that made the students less understanding of preposition materials. The lack of vocabulary mastery made the teacher infrequently gave the tasks to write a paragraph.

In this research, the researcher interviewed with three students. From the three students, there were two students who had liked the English Subject. English subject was did not the daily language, so the students felt difficult to learn. The materials well received by the students in online learning. But, there were also some students who did not understand the material given by the teacher through online learning media. The prepositions that they knew were still few.

CONCLUSION

There were three conclusions for this research. The first, there was one type of error in this research that was misformation type. The test was given to completing the text using preposition *in*,

on, and *at*. It was belonged misformation because the students used the wrong preposition in the text. The second, the dominant error in the used of preposition *in*, *on*, and *at* was misformation. The total percentage was 100% for each text. The last, the causes of error that made by the students were carelessness and first language. Carelessness occurred because the learner had less motivation and knowledge when learning the language. First language occurred because the learner had less understanding about the materials that was preposition materials.

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