

Error Analysis on the Use of Prepositions in Students' Writing of the Tenth Graders of SMK N 2 Kudus

Vivi Dwi Astuti

Universitas Muria Kudus, Indonesia

vividwi48@gmail.com

Abstract: The purpose of this study was to identify and classify types of errors in the use of prepositions in writing descriptive text by class X students of SMK Negeri 2 Kudus. Researchers analyzed errors using Dulay's theory, namely omission, addition, misformation, and misordering. Researchers used qualitative methods and documents for data collection. The document was in the form of descriptive text with different topics made by class X students of SMK Negeri 2 Kudus for the 2022/2023 academic year. Researchers took 5 students with a total of 15 texts. This research was conducted by performing an error analysis procedure. The first step was to collect samples from students to obtain information obtained through tests using prepositions of time, place, and direction on 5 students with a total of 15 texts. The second step was identifying the error. The third step explained the errors related to the forms of errors made by students. The next step was to describe the error and explain the cause of the error. The final stage was the evaluation of errors, where the errors made by students are evaluated. The results showed that the most errors were in misinformation with 19 errors and 86.4%. In the omission error, there was 1 error and 4.5%. The addition error was only 2 errors and 9.1%. And lastly, there were no errors made by students in Misordering.

Key words: Error analysis, preposition, surface strategy taxonomy

INTRODUCTION

English in Indonesia is generally used as a foreign language. For this reason, it is important to use English as a global communication tool in speaking and writing. However, according to Madjdi & Rokhayani, (2022), Writing is a challenging skill for some English students. Ferdian, (2022) Writing is the activity of making language recordings on a piece of paper or other fields to express ideas and messages from the author including the use of vocabulary and language structures. On the other hand, writing is the single most productive skill in English, and as a result, many people pick up this skill. As a result, many writers made various errors in their texts. Errors are natural when a student makes an error or mistakes. But we can know the difference between error and mistake. Errors occur when someone does not know where the error lies. Error when students produce or make incorrect answers because they don't know the basic. While the mistakes that the learner then knows where the mistake is and can fix it. Mistakes are when students produce or make incorrect answers although they already know the correct pattern. Error analysis is the process of identifying, categorizing, and interpreting or describing errors made by someone when speaking or writing to learn more about the basic challenges that people have when speaking or writing English phrases.

Focusing on student writing, it is impossible if students do not make errors while they are writing sentences or texts. This is due to writing sentences in the first language is easier than writing sentences in a foreign language. According to Nawangsasi & Wijana, (2019), people tend not to be aware of the error they have made. Therefore, they tend to produce it continuously. One type of error often made by English learners is a grammatical error, including the usage of prepositions such as 'in', 'on', and 'at' to describe adverbs of time and place. Prepositions are one of the most complicated categories of student learning because they

connect two words into a sentence. To master English prepositions, students must recognize various prepositions and must understand each function based on the context, because many English prepositions have many use. Castro, (2019) states that to distinguish between each preposition, an English learner must not only thoroughly study English prepositions, but also understand what those prepositions mean when used normally in English.

Most of the previous studies revealed that prepositions play an important role as vital markers for sentence structure such as marking special relationships between people, objects, and locations according to Simpson, (2014). For this reason, with the markers of the sentence structure, one can find out how to compose correct sentences, including the method of applying prepositions in them. Students gain an understanding of how students learn the language and the progress they have made (Harefa et al., 2021).

Another study was conducted to find out whether students' errors in learning the target language can occur in grammatical aspects such as prepositions. but the frequency range of errors for each type of preposition is not clear because taking proposition analysis only focuses on other types of prepositions, preposition place, and preposition time so students have low grammatical competence which then causes them to ignore the limiting rules when writing the text uses the preposition Syafei, (2020). However, a study by Suzanne, (2017), revealed that teachers can improve students' teaching and learning processes, including providing appropriate feedback and developing teaching materials to solve students' specific grammar problems to develop their mastery of foreign languages effectively. Several aspects can lead to errors in learning a foreign language, such as interference, over-generalization, ignorance of restricted rules, application of rules, hypothesized wrong concepts, etc. In this study it can be seen that there are errors in the use of prepositions, it is necessary to form and use the correct prepositions to identify and correct them. The study data above are all errors found in the use of the prepositions in, in, and in. The author as the main instrument of this study analyzed the data using the theory put forward by Hooper (1980), for the categorization of prepositions in, on, and at errors, Ellis (1997) for types of errors, and Richards (1974)) for the cause of the error.

Based on the background of the study above, the researcher formulated the statement of the problem as follows: "What are the types of common errors made by students of SMK N 2 KUDUS tenth grade in writing using prepositions?". Based on the statements above, the researcher formulated the objectives of the research to find out the types of errors in using prepositions made by students in writing the descriptive text of Grade X at SMK N 02 Kudus. The researcher examines the types of error analysis using the theory of Dulay, et al (1982) which consists of four types, namely omissions, additions, misinformation errors, and misordering errors. Omission can be detected by the absence of items, which should be included in sentences to form sentences according to the rules. Although some morphemes or other items in the sentence can be omitted. Addition contradicts omission. Addition can be detected by paying attention to the existence of items that should not appear in the form of appropriate sentences. Misordering can be detected by misplacing the morpheme in a sentence Misformation explained that formation errors are characterized by the use of the wrong morpheme or structure. Therefore, the researcher identify and analyze the types of errors in the use of prepositions.

RESEARCH METHOD

The design of this research was descriptive qualitative research. The aim of using the descriptive method was to find errors that students made in writing descriptive texts that focused

on prepositions. In this case, the researcher analyzed the test-used documents. According to Salsabila & Mubasyira, (2021) that Qualitative analysis is an analysis that looks at things like motivation, action, perception, and other things to find out what phenomena are performed. Through the use of descriptions in natural language within a specific context.

The data of the research was the types of errors such as omission, addition, misformation, and misordering (Dulay et al., 1982) and the data of source was a descriptive text written by tenth-grade students majoring in automotive engineering at SMK Negeri 2 Kudus. In total, there were fifteen descriptive texts with different topics but each student made three texts for each person. This study focused on descriptive text and analyzed errors in using prepositions time, place, and direction.

In collecting the documents do a descriptive text test using student prepositions. Nurhamidah (2021) stated that "a test is a question or exercise used to measure the knowledge and understanding abilities of an individual or group". Before conducting the test, the researcher gave instructions for working on and a brief explanation of prepositions. The researcher gave 30-45 minutes to write a descriptive text using prepositions. After that, the writer collected the students' written tests. Then, the research identified and analyzes students' errors in using prepositions. The final step was to calculate the percentage of each error. Then applied it to the formula :

$$P = \frac{F}{N} \times 100\%$$

Note:

P= percentage of error

F= frequency of errors occurred

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

RESULTS AND DISCUSSION

After analyzing the data collected, the researcher intended to interpret the results of the data. Each student made three papers with different topics, the researcher classified the errors that occurred in each student. The following table shows the frequency of students' errors in using prepositions of time, place, and direction. The table is explained as follows:

Table 1 Student's errors in using prepositions

No	Kind of preposition	Students written	Numbers
1	Preposition of time (in, on, and at)	S3B, S2A, S3A, S2B, S4B	5
2	Preposition of place (in, on, and at)	S2A, S3A, S4A, S1A, S2B, S2C, S3A, S3C, S4B, S4C, S5A, S5B, S1C, S3C, S4B, S5C	16
3	Preposition of direction (by)	21B	1

Table 2 Students errors in using preposition each student

Students	Papers	Preposition			Percentage		
		Time	Place	Direction	Time	Place	Direction
S1	A	-	1	-	0%	66,7%	33.3%
	B	-	-	1			
	C	-	1	-			
S2	A	2	1	-	40%	60%	0%
	B	-	1	-			
	C	-	1	-			
S3	A	1	2	-	33.3%	66,7%	0%
	B	1	-	-			
	C	-	2	-			
S4	A	-	1	-	20%	60%	20%
	B	1	1	1			
	C	-	1	-			
S5	A	-	1	-	0%	100%	0%
	B	-	1	-			
	C	-	1	-			

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

Table 3 Student's errors in surface strategy taxonomy

No	Error Classification	Frequency of errors	Frequency of percentage
1	Omission	1	4,5%
2	Addition	2	9,1%
3	Misformation	19	86,4%
4	Misordering	-	-
	Total	22	100%

Table 2 shows the frequency of students' errors in using prepositions of time, place, and direction. based on the data, it can be described that the frequency of errors in student 1 (S1) papers A, B, and C showed that errors in preposition were 2 errors from the preposition of place, the percentage was 66,7, and 1 error from the preposition direction and 33,3% on students' writing. the most S1 errors in prepositions of place which occurred in the use of prepositions were *in*, and *at*.

Errors in students 2 (S2) papers A, B, and C showed that errors in prepositions were 2 errors from the preposition of time the percentage was 40%, and 3 errors from the preposition

of place 60% on students' writing. the most S2 errors in prepositions of place which occurred in the use of prepositions *in, and on*.

Errors in students 3 (S3) papers A, B, and C showed that errors in prepositions were 2 errors from the preposition of time, a percentage of 33.3%, and 4 errors from the preposition of place, 66,7% in students' writing. Mostly errors in prepositions of place occurred in the use of prepositions *in, at, and on*.

Errors in students 4 (S4) papers A, B, and C showed that errors in prepositions were 1 error from the preposition of time, a percentage of 20%, 3 errors from the preposition of place a percentage was 60%, 1 error from the preposition of direction 20% on students' writing. errors preposition of place consist *on, in, and at*.

The last errors in student 5 showed that there are 3 errors in the preposition of place, the percentage was 100% errors only in the preposition of place was *in*.

The researcher can also conclude that the dominant error in using prepositions of time, place, and direction used types of errors based on surface strategy taxonomy by the theory of Dulay et al., (1982) such as Omision, Addition, Misinformation, and Misordering. The total number of errors made by students in writing descriptive text was 22 errors.

From Table 3.3, this can be seen, the most frequently occurring errors were Misformation. This finding is relevant to Nurhamidah, (2021) who found that error analysis on a composition written by EFL Students was analyzed using a surface strategy taxonomy. The research found 19 errors in the students. Out of 19 errors there was 1 error in the preposition of place (*by*), 4 errors in the preposition of time (*in, on, at*), and the highest errors in the preposition of place (*in, on, at*) were 14 errors. The percentage of misinformation errors was 86,4 %. Misformation occurred the students use the wrong form of a morpheme or a structure (Rahmi, 2022), the following examples :

- a. Precise *on* the automotive engineer department (*Wrong*)
Precise *in* the automotive engineer department (*Correct*)
Committed by students S3A
- b. As the time went *on* (*Wrong*)
As the time went *by* (*Correct*)
Committed by students S1B
- c. I wanted to own it *at* less than 20 years (*Wrong*)
I wanted to own it *in* less than 20 years (*Correct*)
Committed by students S2B

The sentences above show that students use the wrong preposition of sentence structures. It is a result of misformation in regularization in using the preposition of time, place, and direction. The use of the preposition place on in a sentence “precise on the automotive engineer department” actually is not the correct preposition to precede the noun phrase “the automotive engineer department”. Because on is used for a surface. “the automotive engineer department” is a part of the place that shows enclosed space. So it should be a preposition of place in.

Meanwhile, the sentence “As the time went on” is not correct also. “Went” shows someone to go and gave a direction, so it should be a preposition of direction by to after the verb “went”. Finally, the use preposition of time at in the sentence “I wanted to own it at less than 20 years” is incorrect. It is simply a different function between the preposition of time at and in, in this case. At is used to show clock times while in is used for years. It should be a preposition of time in for the correct answer.

In addition, errors committed 2 errors and 9,1 % on students writing. The researcher found addition errors in prepositions of place and time in students writing. For example :

- a. My success **in** a can in the world (*wrong*)

My success a can in the world (*correct*)

Committed by students S4B

- b. **I** at the age of 25 (*wrong*)

At the age of 25 (*correct*)

Committed by students S2B

Meanwhile, the use of the preposition of place in the sentence “my success in a can in the world” actually was not the correct preposition in, the first preposition because unnecessary words were added to the sentence. So the correct sentence was “My success a can in the world”. Finally, the use preposition of time at in the sentence “I at the age of 25” was incorrect. It is simply the student didn’t need the subject for these sentences. So, the correct on “at the age of 25”.

According to Dulay et al., (1982), omission is a class of errors when a component that should be included in a well-formed utterance is missing. The research found 1 omission error in the students' writing. The omission errors of prepositions were 4,5 %. Committed by students written S2B “When you on are the car” was incorrect. The error in the sentence is in the omission of elements that should not have occurred according to grammatically correct. The correct one was “When you in are the car”. This research was not found of misordering errors in the student's writing.

CONCLUSION

In the previous chapter, the researcher analyzed the students' errors in using prepositions of time, place, and direction. The result shows that the tenth-grade students of Smk N 2 Kudus make errors in using prepositions. The researcher finds that most of the students faced some difficulties in determining and distinguishing the prepositions of time, place, and direction correctly in sentences. Based on the data, the frequency of students' errors in using the prepositions of time, place, and direction mostly occurs in the prepositions of place (in, on, and at) with 16 errors. The second is a preposition of time (in, on, and at) with 5 errors. The third is the preposition of direction (by) with 1 error.

The researcher also classifies the types of errors made by students based on the surface strategy taxonomy theory proposed by Dulay (1982). From the classification of student errors, there are four categories, namely Omission, Addition, Misinformation, and Misordering. The most errors are in misinformation with 19 errors and 86.4%. In omission error, there is 1 error and 4.5%. The addition error is only 2 errors and 9.1%. And finally, there are no errors made by students in misordering.

Based on errors that occur, most of the errors are caused by ignorance of the boundaries or rules that are influenced by the failure of students to apply prepositional rules in writing good and correct sentences. Students apply previous rules they have previously learned to other patterns that have different rules. After knowing the sources of students' errors, the researcher concluded that the most serious errors were made by ignorance and errors in the rules of using prepositions.

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