

## AN ANALYSIS OF STUDENTS' ERROR USING PREPOSITION INDESCRIPTIVE TEXT AT THE TENTH GRADE OF SMA N 1 BANTAN

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**Abstrak:** Penelitian ini bertujuan untuk mendapatkan proporsi (frekuensi dan persentase) jenis kesalahan siswa dalam menggunakan preposisi pada teks deskriptif. Selain itu, peneliti juga ingin menyelidiki kesalahan paling umum yang dilakukan siswa dalam menggunakan preposisi pada teks deskriptif. Oleh karena itu, tujuan dari penelitian ini adalah untuk menyelidiki jenis kesalahan siswa dalam menggunakan kata depan di kelas sepuluh SMA Bantan dan untuk mengetahui kesalahan yang paling umum siswa dalam menggunakan kata depan di SMAN 1 Bantan. Penelitian ini merupakan penelitian deskriptif kuantitatif. Subjek penelitian ini adalah siswa kelas X SMA N 1 Bantan, dan objek penelitiannya adalah kesalahan siswa dalam menggunakan kata depan. Sampel ini diambil berdasarkan teknik simple random sampling dengan jumlah keseluruhan 135 siswa. Untuk mengumpulkan data, peneliti menggunakan tes. Tes ini digunakan untuk mengetahui kesalahan siswa dalam menggunakan kata depan dalam teks deskriptif. Peneliti menganalisis data membuat daftar kesalahan siswa, kemudian peneliti memeriksa kalimat yang dibuat oleh siswa dan melihat apakah mereka gunakan preposisi dalam teks deskriptif dengan benar atau tidak. Penulis akan menganalisis data dengan mengklasifikasikan kesalahan siswa dan kemudian penulis menghitung persentase kesalahan mereka dengan jumlah preposisi. Berdasarkan analisis data peneliti menyimpulkan bahwa total kesalahan penghilangan sebanyak 35 kesalahan atau 43,75%, kesalahan penyisipan sebanyak 18 kesalahan atau 22,5%, dan kesalahan pemilihan preposisi yang salah sebanyak 27 kesalahan atau 33,75%. Dari perhitungan data, error of omission merupakan kesalahan yang paling sering dilakukan oleh siswa kelas X SMAN 1 Bantan dengan prosentase 43,75%.

**Kata kunci:** Kesalahan, preposisi, teks deskriptif.

**Abstract:** This research was aimed at obtain the proportion (frequency and the percentage) of types of students' errors in using preposition on their writing descriptive text production. In addition, the researcher also wanted to investigate the most common errors that the students commit in using preposition on their writing descriptive text production. Therefore, the objective of this research was to investigate the types of students' errors in using preposition at the tenth grade of senior high school Bantan and to find out the students' most common errors in using preposition at SMAN 1 Bantan. This research was descriptive quantitative research. The subject of this research was the tenth grade of SMA N 1 Bantan, and the object of the research were the students' error in using preposition. This sample was taken based on simple random sampling technique with the total number were 135 students. In order to collect the data, the researcher used a test. The test was used to find out the students' error in using preposition in descriptive text the researcher will analyses the data making a list of students' error, then the researcher checked the sentence that ware be made by students and to see whether they used the preposition in descriptive text correctly or not. The writer will analyze the data by classifying the student's error and then writer calculated their percentages of error by total number of the preposition. Based on dataanalysis researcher conclude that the total error of omission are 35 errors or 43,75%, error of insertion are 18 errors or 22,5%, and errors of selection of incorrect preposition are 27 errors or 33,75%. from the calculation of the data, error of omission was the most frequent errors were made by tenth grade students of SMAN 1 Bantan with the percentage 43,75%.

**Keyword:** Errors, Preposition, Descriptive Text.

### A.Introduction

English is an international language in international communication. It is used to interact with foreigners as many countries use it as their first language. Considering its importance,

our government included English into its education curriculum. It has been taught as a compulsory subject in junior and senior high school. The students are expected to master four language skills namely listening, speaking, reading, and writing in order to prepare them to face any changes and challenges in the global era. Student should learn if they want to good in writing. Teacher must teach the student how to write the true sentence with true grammatical. We use grammar from the time that we can speak intelligible sentences, because grammar deals with the abstract system of rules in terms of which a person's mastery of his native language can be explained, Barbara Dykes (2007:16)

Grammar is foundation of study English language. People use the grammar from the time that we are able to communicate in comprehensible sentences. Because grammar is concerned with the condensing of policies into words that can explain a person's grasp of his native tongue, for the example, to provide a meaningful reason for why we are saying „did it nicely“ rather than “did it true” if there is no shared information of the language for speaking approximately language to give an explanation for that „good“ being adjective qualifies a noun, e.g. „he did an excellent task“, however „properly“, an adverb, is used for adding that means to a verb, e.g. „ he did it nicely“. Barbara Dykes (2007:16). So that is why grammar is important thing that the student needed to help they study a language greater quick and greater efficaciously. They need to think of grammar as something which can assist them, like a pal. whilst you understand the grammar of a language, you could recognize many. And also the people will be understood about what the thing that you try to explain.

When we talk about grammar, we're also talking about language styles, since in order to learn grammar effectively; we need to understand what we're talking about and how to put it together. One thing to keep in mind is that every language has a variety of grammar styles that vary depending on the situation. However, if people make a range of grammar errors in speech, it will be impossible to distinguish between them and other people. Grammar isn't usually a distinct barrier in Indonesia; it encompasses a wide range of English issues. This subject has been taught at all levels, from junior high to university. Students are expected to have a strong command of the English language. It cannot be overstated that in order to acquire those talents, pupils must possess strong grammar skills. According to the tenth grade SMA N 1 Bantan syllabus, one of the grammar components that students must learn is the preposition.

Sergeant (207:101) state preposition are words that show a connection between other words. Most prepositions are little words like **at**, **in**, and **on**. Prepositional phrases are groups of words, such as **out of** and **top of**. For native speakers of English, as well as for people who will learn a new language, grammar is one of the very serious challenges to improve the speaking and writing to be accurately and effectively. Preposition is to put in a simple way, preposition serve as links within sentences. A preposition is used to indicate a relationship between nouns, phrases and/or pronouns, they are mostly very short words that stand in front of nouns. Melony Jacobs (2019:125) also, they connect time, location, people, and objects when used in a sentence. some of the examples are **of, to, under, in, into, with, etc.**

Based on its function, there are preposition of place, preposition of time, preposition of direction and preposition with special uses. From definition above, it can be concluded that a preposition is a word that shows the relationship between two words in a sentence and usually followed a noun or pronoun. Error can be divided into three types of errors. The types of errors are omission, substitution and addition, Al-Bayati (2013:49-51). The Purpose of the research are to know what types of errors were made by the student in using preposition in descriptive text at SMAN 1 Bantan and to know what is the dominant error did by the student in using preposition in descriptive text at SMAN 1 Bantan.

## **B. Research Methodology**

Sugiono (2018:8) this research is descriptive quantitative. Quantitative research can be interpreted as a research method based on the philosophy of positivism, used to research on a particular population or sample data collection based on research instrument. The research was conducted in the SMA N 1 Bantan. The time of this research was from October to November

2021. The population of this research is the second grade students of SMAN 1 Bantan enrolled in year 2021/2022. They were 182 students and consist in 6 classes. In order to get the sample, the researcher applies simple random sampling technique because the total population of tenth science grade in SMAN 1 BANTAN is large. Sugiono (2018:8) says simple random sampling is the technique of taking sample members from the population is done randomly regardless of the strata that exist in the population. From isac and Michael, describe that take sample from the population, for error rate 1%, 5%, and 10%. Formulation for calculate sample from population known amount are:

$$s = \frac{\lambda^2 \cdot N \cdot P \cdot Q}{d^2 (N - 1) + \lambda^2 \cdot P \cdot Q}$$

$\lambda^2$  with dk=1, error level 1%, 5%, 10%

So, in this research the researcher take error level 1% for in this thesis. The population in this research is 170 students, and the researcher take 1% error level. So the sample of this research is 135 students. The data of the research were the students' error. The interpretation of data, the researcher shares paper test to the students. TajulArifin (2013:102) state test is a systematic procedure make in the form of standardized tasks and given to individuals or group to do answer or respon to, whether in written, oral or deed form. Webster's college; test is any set of questions or exercises or other method of assessing an individual's or group's skill, knowledge, intelligence, or abilities Suharsimi Arikunto (2016:46). The students were tested by the test that they have to write the descriptive text by using the prepositional. In order to get the data, several steps will be applied in collecting the data. Firstly, collect students who are sample for research. Second, explain or remind again about writing descriptive text by using preposition of place. And the last, give test student by instructing the task to write descriptive text with theme holiday place. The test was conducted once at school for 45 minutes. After finishing the test, the student collected their test to the researcher. The total numbers of students' test were 135 sheets. To analyze the data, the writer will be analyses the data by making a list of students' error, then the researcher checked the sentence that were be made by the students and to see whether they used the preposition in descriptive text correctly or not. The writer will analyze the data by classifying the students' error and then the writer calculated their percentages of error by the total number of the preposition. Anas Sudjono (2011:43) state to calculate the errors, the researcher uses the formula as follows:

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

Note:

P: percentage

f : number of frequency

N: number of cases

### C.Result and Discussion

Type of error made by the students when they use preposition in writing descriptive text at the tenth grade of SMAN 1 BANTAN

Table 1 The recapitulation of students' error

| No | The students' number | Types of error    |                    |                                    |
|----|----------------------|-------------------|--------------------|------------------------------------|
|    |                      | Error of omission | Error of insertion | Selection of incorrect preposition |
| 1  | Student 1            |                   |                    |                                    |
| 2  | Student 2            |                   |                    | 1                                  |
| 3  | Student 3            |                   |                    | 1                                  |
| 4  | Student 4            | 1                 |                    |                                    |
| 5  | Student 5            |                   |                    | 1                                  |
| 6  | Student 6            | 1                 | 1                  |                                    |

|    |            |   |   |   |
|----|------------|---|---|---|
| 7  | Student 7  |   |   |   |
| 8  | Student 8  | 1 |   |   |
| 9  | Student 9  |   |   |   |
| 10 | Student 10 | 1 | 1 |   |
| 11 | Student 11 |   |   |   |
| 12 | Student 12 |   |   | 1 |
| 13 | Student 13 |   |   |   |
| 14 | Student 14 |   |   |   |
| 15 | Student 15 |   |   |   |
| 16 | Student 16 |   |   |   |
| 17 | Student 17 |   |   |   |
| 18 | Student 18 |   |   |   |
| 19 | Student 19 |   |   |   |
| 20 | Student 20 |   |   | 1 |
| 21 | Student 21 |   |   |   |
| 22 | Student 22 |   |   |   |
| 23 | Student 23 |   |   |   |
| 24 | Student 24 |   |   |   |
| 25 | Student 25 |   |   |   |
| 26 | Student 26 |   |   |   |
| 27 | Student 27 |   |   |   |
| 28 | Student 28 |   | 1 |   |
| 29 | Student 29 |   | 1 |   |
| 30 | Student 30 |   | 1 |   |
| 31 | Student 31 |   |   |   |
| 32 | Student 32 |   |   |   |
| 33 | Student 33 |   |   | 2 |
| 34 | Student 34 |   |   | 1 |
| 35 | Student 35 |   |   |   |
| 36 | Student 36 |   |   |   |
| 37 | Student 37 |   |   |   |
| 38 | Student 38 |   | 1 |   |
| 39 | Student 39 |   |   |   |
| 40 | Student 40 |   |   |   |
| 41 | Student 41 |   |   |   |
| 42 | Student 42 |   |   | 1 |
| 43 | Student 43 |   |   |   |
| 44 | Student 44 |   |   |   |
| 45 | Student 45 |   |   | 1 |
| 46 | Student 46 |   |   | 1 |
| 47 | Student 47 | 1 |   |   |
| 48 | Student 48 | 2 |   |   |
| 49 | Student 49 | 1 |   |   |
| 50 | Student 50 |   |   |   |
| 51 | Student 51 |   |   | 1 |
| 52 | Student 52 |   |   |   |
| 53 | Student 53 |   | 1 |   |
| 54 | Student 54 | 1 |   |   |
| 55 | Student 55 |   |   |   |
| 56 | Student 56 |   |   | 1 |

|     |             |   |   |   |
|-----|-------------|---|---|---|
| 57  | Student 57  |   |   |   |
| 58  | Student 58  | 1 |   |   |
| 59  | Student 59  |   |   |   |
| 60  | Student 60  |   |   | 1 |
| 61  | Student 61  |   | 1 |   |
| 62  | Student 62  | 1 |   |   |
| 63  | Student 63  | 1 |   |   |
| 64  | Student 64  |   |   |   |
| 65  | Student 65  |   |   |   |
| 66  | Student 66  |   |   | 1 |
| 67  | Student 67  |   |   |   |
| 68  | Student 68  |   |   |   |
| 69  | Student 69  | 1 |   |   |
| 70  | Student 70  |   |   |   |
| 71  | Student 71  | 1 |   |   |
| 72  | Student 72  | 2 |   |   |
| 73  | Student 73  |   | 1 |   |
| 74  | Student 74  |   |   |   |
| 75  | Student 75  | 1 |   |   |
| 76  | Student 76  |   |   |   |
| 77  | Student 77  |   |   |   |
| 78  | Student 78  |   |   | 1 |
| 79  | Student 79  | 1 |   |   |
| 80  | Student 80  |   | 1 |   |
| 81  | Student 81  |   |   |   |
| 82  | Student 82  |   |   |   |
| 83  | Student 83  |   |   |   |
| 84  | Student 84  |   |   | 1 |
| 85  | Student 85  | 1 |   |   |
| 86  | Student 86  | 1 |   |   |
| 87  | Student 87  |   |   |   |
| 88  | Student 88  |   |   |   |
| 89  | Student 89  | 1 |   |   |
| 90  | Student 90  |   |   |   |
| 91  | Student 91  | 2 |   |   |
| 92  | Student 92  | 1 |   | 1 |
| 93  | Student 93  | 2 |   |   |
| 94  | Student 94  |   |   |   |
| 95  | Student 95  |   | 1 |   |
| 96  | Student 96  | 1 |   |   |
| 97  | Student 97  |   |   | 1 |
| 98  | Student 98  | 1 |   |   |
| 99  | Student 99  |   |   |   |
| 100 | Student 100 |   |   |   |
| 101 | Student 101 |   | 1 | 1 |
| 102 | Student 102 |   |   |   |
| 103 | Student 103 | 1 |   |   |
| 104 | Student 104 |   |   |   |
| 105 | Student 105 |   |   |   |
| 106 | Student 106 | 1 |   | 1 |

|                          |             |    |    |    |
|--------------------------|-------------|----|----|----|
| 107                      | Student 107 |    |    |    |
| 108                      | Student 108 |    |    |    |
| 109                      | Student 109 |    | 1  |    |
| 110                      | Student 110 | 1  |    |    |
| 111                      | Student 111 |    |    | 1  |
| 112                      | Student 112 |    |    |    |
| 113                      | Student 113 |    |    | 1  |
| 114                      | Student 114 |    | 1  |    |
| 115                      | Student 115 | 1  |    |    |
| 116                      | Student 116 |    |    | 1  |
| 117                      | Student 117 |    |    |    |
| 118                      | Student 118 |    |    |    |
| 119                      | Student 119 |    |    |    |
| 120                      | Student 120 | 1  |    |    |
| 121                      | Student 121 |    |    | 1  |
| 122                      | Student 122 |    | 1  |    |
| 123                      | Student 123 |    | 1  |    |
| 124                      | Student 124 |    |    |    |
| 125                      | Student 125 | 1  |    |    |
| 126                      | Student 126 |    |    | 1  |
| 127                      | Student 127 |    |    |    |
| 128                      | Student 128 |    | 1  |    |
| 129                      | Student 129 |    |    |    |
| 130                      | Student 130 | 1  |    |    |
| 131                      | Student 131 |    |    | 1  |
| 132                      | Student 132 |    | 1  |    |
| 133                      | Student 133 |    |    |    |
| 134                      | Student 134 |    |    |    |
| 135                      | Student 135 |    |    | 1  |
| <b>Total Error : 135</b> |             | 35 | 18 | 27 |
| <b>Total of Error</b>    |             | 80 |    |    |

As the calculation above, the researcher describes the examples and causes why the error occurs as follow:

a. **The error of omission of preposition** :  $\frac{35}{80} \times 100\% = 43,75\%$

b. **The error of insertion of preposition** :  $\frac{18}{80} \times 100\% = 22,5\%$

c. **The error of selection of incorrect preposition** :  $\frac{27}{80} \times 100\% = 33,75\%$

The writer analyzed the errors that are taken from the data description as written below:

Types of error made by students when they use preposition in descriptive text at the tenth grade of SMA N 1 Bantan

Table 2 The recapitulation of error types, frequency and percentage

| No | Types of error                     | Total of error | Percentage (%) |
|----|------------------------------------|----------------|----------------|
| 1  | Omission                           | 35             | 43,25%         |
| 2  | Insertion                          | 18             | 25,5%          |
| 3  | Selection of incorrect Preposition | 27             | 33,75%         |

Based on the calculation above, it can be conclude that the total errors of omission are errors or, errors of insertion are or, and errors of selection of incorrect preposition are or.

#### C. The error of omission

There are errors 43,75% that made by the students. Many students remove or not using preposition in their task. For example:

a. *She was born bantan air*, while he should write, *she was born in bantan air*

b. *She is student SMA N 1 Bantan*, while he should write, *she is student at SMA N 1 Bantan*

#### D. The error of insertion

There are errors 22,5% in insertion are that made by student. The student usually using preposition in the wrong place, in the text doesn't need preposition and student use preposition at this text.

Example:

i. *Jam gadang is one of interesting from tourist attraction*, while he should write, *jan gadang is one of interesting tourist attraction*

ii. *she's with a slightly bulky body*, while he should write, *she's a slightly bulky body*

#### E. The error in selection of incorrect preposition

There are errors in selection of incorrect preposition by the student with 33,75% errors. In this type, the student add preposition in the text but not appropriate. The student know about preposition and using preposition but in add in the text, student have wrong preposition like must add *on* but the student add *in* in the sentence.

Example:

a. *He of school MTs Negeri 2 Bengkalis*, while he should write, *he studies in MTs Negeri 2 Bengkalis*

b. *She live on Bantan Tengah*, while he should write, *she live in Bantan Tengah*

From the data analysis about students error analysis above, researcher conclude that the dominant error did by the student in using preposition in descriptive text at SMA N 1 Bantan is omission when the total of error 35 and the percentage 43,75%. Because many students not add the preposition in the paragraph.

### D. Conclusion

The researcher conclude that: first, the types of error that were made by the students of the tenth grade of SMAN 1 Bantan in their English writing from the highest percentage to the lowest percentage were error of omission by percentage 43,75%, error of selection of incorrect preposition with percentage 33,75%, and error of insertion with 25,5%. Second, total error made by student are 80 errors, and omission error is the dominant error by the student in using preposition in descriptive text at SMA N 1 Bantan the errors are 35 by percentage 43,75%. Based on the finding of the research, it is suggested that the teacher should give encouragement to the students in learning English about the types of error, especially in selection if incorrect preposition

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