

Students Error Analysis in Using Preposition “to”

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ABSTRACT

This study was designed to investigate the students error in using preposition “to” and “for”. English is one of international language, this is important for us to master it. In this era, many science and technology book are written in English. Based on the fact that, learning a foreign language often the learner get difficulties, especially in grammar. They were that error analysis at using preposition “to” and “for” are found in the second grade of MTS Al-Ma’arif 1 aimas. The students error were classified into several kind, error in using preposition “to” and “for”, error in using past tense and error in omission, addition and miss-formation. From the analysis, it was found that, the first errors in miss-formation, with the frequency 56% as the highest number of occurrences. The second level in addition, with frequency 22%1. The finally lower in omission with frequency 21%. In learning English process students make error in using preposition in miss-formation, it happened to do not mastery about the material and also writer found caused the error of students include first language, translation error. Based on the discussion, it is included that the students at the second grade of MTS Al-Ma’arif 1 Aimas still low in understanding function of preposition. The finally the writer hopes that it will help the teacher in their teaching to improving the students ability in learning English.

Key words: Error Analysis, Preposition, Simple Past Tense

INTRODUCTION

Martin and wren (2005;.110) proves that preposition is a word placed before a noun or pronoun to show in what relation the person or thing denoted by it stands in regard something else. Preposition is relate to writing and speaking skill in English in this research, the writer will focused on preposition. The function of prepositions in English is to connect nouns to other parts of the sentence. In this study the writer only discuss about using preposition to and for. Error analysis is work procedure that usually used by researchers and teachers. Consist of collecting sample, identifying errors, classifying errors and calculating errors. It is seen in the definition of the aim of this process is to suggest alternative way to help students

and then effective teaching-learning strategies and remedial measures necessary in target language. Therefore, the researcher conducted this research to know the kinds of errors that the students make in learning preposition, the dominant of errors students' done in learning preposition and to know the causes that students' make errors in preposition.

LITERATURE REVIEW

Previous Study

Rini Wulandari (2008), investigate about error analysis in using prepositions of place by the second years students at SMA Muhammadiyah Aimas. The purpose of her study are too see students ability In using preposition of place, she try to give solution other teacher helping their students to understand and be able in using preposition of place and to find out what factors to cause students error in using prepositions of place. She wrote on his study "they make errors, because understanding about of grammar that is preposition of place is low "She found there were 170 errors. And preposition "At" is the highest, that is 52 times or 30.60%.

Adrianti (2009) researched about error analysis of using past tenses in narrative text made by the twelfth graders of SMA Negeri 1 Tanjung Morawa. This research describbed the errors made by the twelfth graders in using past tenses especially in simple past tense, past continuous tense, and past perfect tense. One of the purposes of writing thesis is to know the types of error and the causes of them. The research uses quantitative method. The population are the twelfth graders of SMA Negeri 1 Tanjung Morawa which consist of 7 classes, and totaling the population are 259 students. The researcher applies randomly technique are taken to get a representative sample.

Error Analysis

The are two definitions of error are (1) error is a systematic deviation, when a learner has not learnt something and consistently gets it wrong, (Norrish, 1987 : 7) and (2) errors are systematic deviations from the norm of the language being learned (Cunning worth, 1987 : 87). Error analysis is work procedure that usually used by researchers, and teachers, consist of collecting sample, identifying errors classifying errors and calculating errors. Prof Dr. Henry Guntur Tarigan, et, al states that: "Error analysis is procedure work that used researchers and language teachers, consist of collecting sample, identification errors on sample based to cause of errors, and evaluation level of errors.

Errors can be regarded as the inhibiting factors of teaching and learning process. Error can also be regarded as the image of students competence. The resource

of error is located in the difference between mother language and foreign language. Error analysis was an alternative to contrastive analysis, an approach influenced by behaviorism which applied linguistic sought to use. Error analysis showed that contrastive analysis was unable to predict a great majority of errors, although it's more valuable aspect have been into the study of errors.

Learning a foreign language often make students get difficulty. So the students make errors, many errors that making by students that generally are, error in writing, speaking, grammar, and reading. Kinds of errors in this research is in grammar focus in using preposition. Learners may omit necessary items or add unnecessary ones, they may misfire item or miss-order them. Thus, the errors may be in the form of omission, addition, miss-formation, and miss-ordering errors types. This study has the same purpose as Dulay's statement in the classification of error types. The error classification is intended as an aid to present data rather than to create a basic for extensive speculating concerning the source of errors.

Preposition “To” and “For”

Using To

- a) Used to indicate the place, person, or thing that someone or something moves toward, or the direction of something.

Example :

I am heading to the entrance of the building.

The package was mailed to Mr. Kim yesterday.

- b. Used to indicate relationship

Example :

This letter is very important to your admission.

My answer to your question is in this envelop.

- c. Used to indicate a time or a period

Example :

I work nine to six, Monday to Friday.

It is now 10 to five. (In other words, it is 4:50.)

Using For

- a. Used to indicate the use of something

Example :

She has been studying hard for the final exam.

This place is for exhibitions and shows.

- b. Used to mean because of
Example :
I am so happy for you.
We feel deeply sorry for your loss.
- c. Used to indicate time or duration
Example :
He's been famous for many decades.
I attended the university for one year only.

METHOD

Design and Sample

The research design in this research is non experimental research design. Non experimental in this research without hypothesis and statistical process. Non experimental design based into formulation of research problem is uses descriptive qualitative design it mean that researcher to view about the social of situation the object research with complex. The writer chooses the second grade to be the population in this research which consist of 44 (forty four) students, 21 (twenty one) of them are boys, and 23 (twenty three) of them are girls.

Instrument and Procedure

The instrument to collect data of the study is test. The writer give written test or exercises to students and form of the test is translating sentences and fill the blank are focus in using preposition “to” and “for”. The writer found whatkind of students error and what cause of error, then by the score writer knewhow the students understanding in using preposition “to” and “for”.

Data Analysis

After writer calculating the frequency of each error, the writer can identify the most frequent error and least error made by the student. To analyze data about factor influence student error in using preposition “ To” and “ For”, the writer describes it in the form of sentences through observation in the teaching learning process in classroom

RESULT AND DISCUSSION

Kind of students error

Kinds of error in this research are omission, addition, miss-formation and miss-ordering:

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance.

Example : the students sentences is :

Mereka semua pergi ke gedung bioskop kemarin malam

Student 1 : All us went to the movie theater last week

Student 2 : All of us went to the movie theater last week

Student 3 : I sent letter for my friend in Malaysia

From the test above, we can see student 1 and student 3 made mistake. In student 1” *all us went to the movie theater last week*” it’s wrong answer because there is item that she forgot to put that item.

Additional errors are the opposite of omission. Additional errors include double marking, regularization and simple addition that is an addition that is not double marking or regularization.

Example : The students sentences is :

She is bought a red car for her sister

As the correct sentences is :

She bought a red car for her sister

I am slept for only two hours last night

As the correct sentences is :

I slept for only two hours last night

In this type, sometimes students confused, so they represent a word or an item that no must be there, which must not appear in a well-formed utterance.

Miss-formation errors are characterized by the use of the wrong from of morpheme or structure, while in omission errors the items is not supplied at all, in miss-formation errors the learners. Supplies something although it is in correct. In this type, most of the students make error with total percentage is 56%.

Example : The students sentence is :

I send in malaysia to my friends a letter

As the correct sentences is :

I send a letter to my friends in malaysia

The students often and ever make error in sentence because their confuse with the structure of sentence. Many factor that made them do not understand about the structure of sentence. Their have least comprehension about structure of the sentence and student do not have dictionary, It is one of the factor

The Dominant of Students Error

Table 1. frequency of students errors based on the kind of students error of MTS Al-Ma'arif 1 aimas

| Students | Kind of error | | | | Total of students error |
|------------|---------------|----------|----------------|--------------|-------------------------|
| | omission | Addition | Miss-formation | Mis-ordering | |
| Students 1 | 4 | 4 | 6 | - | 14 |
| Student 2 | 4 | 2 | 4 | - | 10 |
| Student 3 | 2 | - | 5 | - | 7 |
| Student 4 | 3 | 5 | 1 | - | 9 |
| Student 5 | 4 | - | 4 | - | 8 |
| Student 6 | - | 2 | 5 | - | 7 |
| Student 7 | 2 | - | 5 | - | 7 |
| Student 8 | 3 | 3 | 3 | - | 9 |
| Student 9 | 3 | 6 | 6 | - | 9 |
| Student 10 | 2 | - | 5 | - | 7 |
| Student 11 | - | 6 | 5 | - | 11 |
| Student 12 | - | 4 | 4 | - | 8 |
| Student 13 | 2 | - | 5 | - | 7 |
| Student 14 | 2 | - | 6 | - | 8 |
| Student 15 | - | 2 | 6 | - | 8 |
| Student 16 | 1 | - | 6 | - | 7 |
| Student 17 | - | - | 5 | - | 5 |
| Student 18 | - | - | 5 | - | 5 |
| Student 19 | - | - | 6 | - | 6 |
| Student 20 | 2 | - | 6 | - | 6 |
| Total | 38 | 36 | 93 | - | 167 |

Table 1. above shows the frequency of students error on the students result test, taken from 15 number test with the total students were twenty students. The frequency of error in omission (38), in addition error were (36), and in miss-formation error were (93) and there is no error in miss-ordering, so the total frequency of students error were one hundred and sixty seven (167).

The writer used formulation descriptive analysis techniques (percentage formula).

Through the use of the formulation above, the writer found the dominant of error that had done by the students they were :

Error in Omission

The frequency of students error (F) = 38

Total of students error (N) = 167

In which: $= \frac{38}{167} \times 100\%$

$22,75\% = \frac{38}{167} \times 100\% = 0,227 \times 100\% = 22,75\%$ Percentage of students error in omission

Error in addition

The frequency of students error (F) = 36

Total (N) = 167

In which: $= \frac{36}{167} \times 100\%$

$= 0,215 \times 100\% = 21,55\%$

Percentage of students error in addition is 21%

Error in Miss-formation

The frequency of students error (F) 93

Total (N) 167

in which $= \frac{93}{167} \times 100\%$

$= 0,556 \times 100\% = 55,68\%$

The percentage of error in miss-formation is 56%

Table 2. the type of error and the percentage of error

| No | Type of error | Percentages of error |
|--------------|------------------|----------------------|
| 1 | Omission | 21 % |
| 2 | Addition | 22 % |
| 3 | Miss-formulation | 56% |
| 4 | Miss- ordering | - |
| Total | | 99% |

Causes of the students error

Many teacher will admit that was not always students fault, student is fell victim to internet or mass-media. They made some error in using verb, to be and in made sentences, because the had not pay the good attention when their teacher give explanation the lesson.

First language

In the fact, grammatical of the first language almost doesn't same with the second language, so the learners sometimes got some difficulties on learning grammar event had error on understanding it.

Translation

Translation is one of the cause of error. This happened because a students translate they first language sentences or idiomatic expression in to the target language, they translate word by word this is probably the most common cause error.

E.g Dia membeli sebuah mobil merah untuk kakaknya
She bought a car red for her sister.

After analysis kinds of error the writer found the students error in using preposition "to" and "for" in simple past tense. The writer found the cause of error there are :carelessness, first language, translation and other causes : the first facility of students learning The second the method of teaching. And the third factor is students themselves. And factor causes over or inter language and intra language. The previous research by rini wulandari (2008) she found the sample consist of 42 students and she take place in SMA Muhammadiyah Aimas. there were 170 error and the highest in preposition "at" that is 52 error or 30,60%.

CONCLUSION

Based on the objective of problem, the writer studies the error analysis in using preposition "to and for" in simple past made by students. In this case, the writer want to know why students made error in using preposition "to and for". So the writer gave test to the students, the test form is translating the sentences and fill the blank area. From the test that writer gave to the students, the writer found some various kind of error with amount 167, consist of 38 error in omission, 36 error in addition, 93 error in miss-formation and there was no mistake in miss-ordering. And the writer found the dominant error that the students made in miss-formation with the total error 93 or 56 %. and the writer found some causes of error they are carelessness, first language and translation.

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