

**AN ERROR ANALYSIS IN USING PREPOSITIONS OF PLACE AND
TIME BY SEVENTH GRADE STUDENTS OF SMPN 10 YOGYAKARTA
IN THE ACADEMIC YEAR 2016/2017**

Atiwi Etisa

Email: atiwi_etisa@yahoo.co.id

ABSTRACT

Etisa, Atiwi. 2017. *An Error Analysis in Using Prepositions of Place and Time By Seventh Grade Students of SMPN 10 Yogyakarta in the Academic Year 2016/2017*. Yogyakarta: English Language Education Study Program Faculty of Teacher Training and Education University of PGRI Yogyakarta.

The difficulty distinguishing in the use of prepositions made students feel confuse and they made errors. The difference of the source language and the target language greatly influence the occurrence of errors in the use of preposition. This research aims to find out and identify errors made by students in using preposition. Moreover this research also aims to determine the causes of the source of errors made by students in using preposition. This research classifies errors in using preposition by types and functions. It uses prepositions of place and time especially *in, on, at*.

This research was a descriptive qualitative research by using test instrument to collect the data needed. The factors that influenced the errors were found out from the result of the test. This research was conducted by seventh grade students as the respondents at SMPN 10 Yogyakarta in the academic year 2016/2017. The test of instrument was test in using prepositions of place and time *in, on, at*.

The results of this research show that of 66 students, the average of errors in using of prepositions of place and time with 55.01%. The dominant of students' errors in using of prepositions of place and time are *at* and average errors percentage with 59.28%. In addition, out of total 25 questions, there are 22 cases of errors caused by interlingual errors. Furthermore, 19 cases of errors caused by intralingual error. These results indicated that there was low comprehension of students in understanding the types and functions of prepositions of place and time. The students should understand deeply and study more about function of preposition.

Keywords: *error analysis, student error, prepositions of place and time*

ABSTRAK

Etisa, Atiwi. 2017. *Analisis Kesalahan dalam penggunaan Preposisi Tempat dan Waktu Oleh Siswa Kelas Tujuh SMPN 10 Yogyakarta Tahun Ajaran 2016/2017*. Yogyakarta: Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas PGRI Yogyakarta.

Sulitnya membedakan dalam penggunaan preposisi membuat siswa melakukan kesalahan-kesalahan. Perbedaan dari bahasa sumber dan bahasa target sangat mempengaruhi terjadinya kesalahan-kesalahan dalam penggunaan preposisi. Penelitian ini bertujuan untuk mengetahui dan mengidentifikasi kesalahan-kesalahan yang dilakukan oleh siswa dalam penggunaan preposisi. Selain itu penelitian ini juga ingin mengetahui penyebab-penyebab terjadinya kesalahan-kesalahan yang dilakukan oleh siswa dalam penggunaan preposisi. Penelitian ini mengklasifikasikan kesalahan-kesalahan dalam penggunaan preposisi menurut jenis dan fungsinya. Penelitian ini hanya menggunakan preposisi tempat dan waktu khususnya *in, on, at*.

Penelitian ini adalah penelitian kualitatif deskripsi dengan menggunakan instrumen tes untuk mengumpulkan data yang dibutuhkan. Factor-faktor yang mempengaruhi kesalahan-kesalahan ditemukan dari hasil tes. Penelitian ini dilakukan oleh siswa kelas tujuh sebagai peserta tes di SMPN 10 Yogyakarta pada tahun ajaran 2016/2017. Instrumen dari penelitian ini berupa tes dalam penggunaan preposisi tempat dan waktu *in, on, at*.

Hasil dari penelitian ini menunjukkan bahwa dari 66 siswa, rata-rata kesalahan-kesalahan dalam penggunaan preposisi tempat dan waktu sebesar 55,01%. Kesalahan-kesalahan yang dominan dalam penggunaan preposisi tempat dan waktu adalah *at* dengan persentase rata-rata 59,28%. Selain itu, dari total 25 pertanyaan, terdapat 22 kasus kesalahan yang disebabkan oleh interlingual errors. selanjutnya, 17 kasus kesalahan yang disebabkan oleh intralingual error. Hasil tersebut menunjukkan bahwa masih kurangnya siswa dalam memahami jenis dan fungsi preposisi tempat dan waktu.

Kata kunci: *analisis kesalahan, kesalahan siswa, preposisi Tempat dan Waktu*

Introduction

Background of the Study

Students learn other language such as English will certainly find difficulty. As in education, learning a foreign language in school, often find difficulties that occur for students, such as English. In school, students learn English helped by their source language. Certainly, they find different sentence structures in Indonesia and English. This problem makes the students feel difficulty in studying the structure of English as a foreign language. Learning English should pay attention to language structure. The structure of language included in the grammar.

Grammar is an important aspect in learning language because grammar will help learners to write word and sentence correctly. Grammar has an important part that is part of speech. Part of speech has several kinds, one of them is preposition. Researcher found that students in SMPN 10 Yogyakarta especially seventh grade which is learning English as foreign language certainly find difficulty in distinguishing prepositions in English structure.

So that, this research aims to know the students' errors in using preposition for students' grade seventh in SMPN 10 Yogyakarta. Researcher chose the seventh grade to research because previously researcher conducted teaching practice in there. Researchers looked at the majority of new students who were there still have little bit knowledge of English because during in elementary school most of

them do not get English lessons. In English lesson especially speaking and reading, students do not have much problems, but writing and understand words sentences of English language, students not really understand about it. Researcher found placement errors of prepositions, when the students do exercises on prepositions material. Many factors that affect the errors make by students. Thus researcher wanted to investigate and analyze the errors in using prepositions of place and time *in on at*. In addition, researcher also wants to know the factors that influence the errors in using preposition.

Focus of the Study

This research identifies problems in learning English that occurred in junior high school of seventh grade students of SMPN 10 Yogyakarta, as follows.

1. There are several students who lack knowledge in learning English because students already find difficulty in English structure
2. The students are less concentration in English learning process
3. The students felt difficulty in language structure of Indonesian to English.

Meanwhile researcher focused her research on analyzing students' error in using preposition such as using prepositional place and time *in on at*. The reason to choose this problem because researcher saw that most students in SMPN 10

Yogyakarta especially students seventh grade made many errors in using prepositions place and time based on these problems.

Formulation of the Problem

The problems of the research are briefly stated as follows:

1. What are dominant of student's errors in using preposition made by seventh students of SMPN 10 Yogyakarta?
2. What are causes of the student's errors in using preposition made by seventh grade students of SMPN 10 Yogyakarta?

Objective of the research

In general, this research aims to know students errors in using preposition and the causes of the student's errors in using preposition. In particular, this research aims to:

1. To find out dominant of student's errors in using prepositions of place and time made by seventh grade students of SMPN 10 Yogyakarta.
2. To find out causes of the student's errors in using prepositions of place and time made by seventh grade students of SMPN 10 Yogyakarta.

Paradigm

This research, researchers used a paradigm to help design and conduct research. According to Moleong (2007:49) explains that paradigm is a pattern and model of how things are arranged. Based on paradigm, researchers used naturalistic paradigm which is this paradigm assumes that reality is socially constructed, contextualized, and interpreted.

Learning English has to know about skills of language. The skills

of language have four components; there are speaking, listening, reading and writing. In one of language skills, language related to writing. Writing skills is relating in grammar. Grammar is important part which can help students to learning structure of language. Grammar also have important part, there are part of speech. It is important part to help students learning English from basic. Prepositions are one of kind of part of speech which students have to understandable. In Junior High school especially seventh grade, learning structure of English as foreign language certainly finds difficulty. Students can make errors in the use preposition. Factors that influence student's error in the use preposition can occur because structure of source language and target language, students lacking of knowledge about target language, and the influence interference of the first language.

Student's errors in the use preposition can be known by ways of error analysis. In addition, to analyze the student's errors in the use preposition, they have several steps, there are identifying errors, describing errors, explaining errors and then evaluate of errors. Moreover, errors that occur by students in the use preposition need to given solution. Solution in these problems has to appropriate in real condition where students will not use same rule in the new situation. In addition, it can be applied in English teaching process.

Significance of the Study

The significance of this study can be viewed from both theoretical

and practical aspects, as described below:

1. Theoretically, it is expected that this research can be used as emphasis to determine an approach to know and solve the problems and factors of students' error in using prepositions of place and time.
2. Practically, this research is expected to give positive input to students in English subject with no problem.

Literature Review

Theoretical Framework

1. Error Analysis

Error analysis may be carried out in order to; identify strategies which learners use in language learning, try to identify the causes of learner errors, obtain information on common difficulties in language learning, as an aid to teaching or in the preparation of teaching materials. Ellis (1997: 15-20) explains that there are several steps to analyze learner errors as following:

- a. Identifying errors
The first step in analyzing learner errors is to identify them. To identify errors have to compare the sentences learners produce with what seem to be the normal or 'correct' sentences in the target language which correspond with them.
- b. Describing errors
Once all the errors have been identified, they can be described and classified into types. There are several ways of doing this. One way is to

classify errors into grammatical categories.

- c. Explaining errors
The identification and description of errors are preliminaries to the much more interesting task of trying to explain why they occur. Errors are to a large extent, systematic and to a certain extent, predictable. Errors can have different sources. Some errors seem to be universal, reflecting learners' attempts to make the task of learning and using the second language simpler. They also overgeneralize forms that they find easy to learn and process.
- d. Error evaluation
Where the purpose of the error analysis is to help learners learn second language, there is a need to evaluate errors. Some errors can be considered more serious than others because they are more likely to interfere with the intelligibility of what someone says.

2. Mistakes and Errors

Ellis (1997: 17) explains that errors reflect gaps in a learner's knowledge; they occur because the learner does not know what is correct. Errors are sometimes classified according to vocabulary (lexical error), pronunciation (phonological error), grammar, (syntactic error), misunderstanding of a speaker's intention or meaning (interpretive error), production of the wrong communicative effect

for example through the faulty use of a speech act or one of the rules of speaking (pragmatic error). Mistakes reflect occasional lapses in performance; they occur because, in a particular instance, the learner is unable to perform what he or she knows and also caused by aspect of performance; lack attention, fatigue, carelessness.

3. Sources of Error

Brown (2000: 224-227) explains that error analysis used to identify errors in second language learner production data which after identified the data can find the source of error. The source of error could be interlingual errors and intralingual errors.

a. Interlingual errors

An interlingual error is a significant source of error for all learners. Interlingual error is an error which results from language transfer, that is, which is caused by the learner's native language. Language transfer is the effect of one language on the learning of another. One of language transfer may occur is negative transfer or interference; is the use of a native language pattern or rule which leads to an error or inappropriate form in the target language.

b. Intralingual errors

Corder (1973: 132) explains making errors in the second language can, in part, be explained by the notion of transfer. Intralingual interference occur when

learners making mistakes in target language, they already know about performing one task but learners does not know what the full nature of the new task and they will continue to apply the old rules where new ones are needed. Richard (1974: 174-181) classifies the intralingual errors into four categories, (1) over generalization, (2) ignorance of rule restriction, (3) incomplete application of the rule, and (4) false concept hypothesis or semantic errors.

4. Definition of Grammar

Dykes (2007: 5) explain that grammar is a language to talk about language. Grammar deals with the abstract system of rules in terms of which a person's mastery of his native language can be explained. Just as one cannot explain how a motor engine functions (or is failing to function) without naming words for its parts and their specific actions, so it is impossible to explore the function of words and the part they play in forming meaningful language without a naming procedure.

5. Prepositions

Eggenschwiler and Biggs (2001: 49-51) explain that a preposition shows the relationship between a noun or pronoun and another noun or pronoun. Prepositions are not as obvious as nouns and verbs. In this research just explained several types of prepositions that researcher will become to study,

there are prepositions of place *in*, *at*, *on*.

a. Prepositions *in*

In is usually used to state that someone or something is in a (the boundaries can be physical or virtual place). In general, we use *in* for an enclosed space. In addition, talk about time: month, year, season, and part of days

b. Prepositions *at*

At is usually used to state something or someone is at a specific place. In generally, we use *at* for a point: at the corner, at the bus stop, at the station, at the top of page, at the end of the road. In addition, talk about time; clock, situation.

c. Prepositions *on*

On is usually used to state someone or something is on top of a surface. In general *on* for a surface: on the wall, on the floor, on the door, on the cover, a street, a desk. In addition, talk about time; days, date, big days.

Previous Studies

In this research, the researcher takes previous research. The research was conducted by Senzreza Aldian Fahlevi (2014), under the title "Errors in the Use of Prepositions of Place by Seventh Graders of Madrasah Tsanawiyah Al-Hamidiyah Depok Academic Year 2013/2014. The second research was conducted by Nunung Khurriyati (2013), under the title "An Error Analysis Of The Use Of Prepositions Of Place Of The Eighth Year Students In SMP N 3 Ampel In The Academic Year Of 2012/2013.

This research describes the varieties of SMP N 3 Ampel Students' mastery on the use of preposition of place of the second year. In this research, researcher conducted "An Error analysis in using preposition by seventh grade students of SMPN 10 Yogyakarta in the Academic Year 2016/2017" as a case study.

Research Methodology

This research conducted in SMPN 10 Yogyakarta, Jl Tritunggal No. 2 Yogyakarta. The population of this research is seventh grade students of SMPN 10 Yogyakarta in the academic year 2016/2017. There are five classes and 170 students included 34 students for each class. Sampling of this research used purposive sample because it ways to take subjects based on some consideration, from some consideration researcher take sample class VII A and class VII B. The research occurs during one month from November until December in the academic year 2016/2017. The researcher uses qualitative descriptive method to get the result of research. The technique of data collection in this research used test instruments. Test conducted to get the result of students in using prepositions of place and time *in*, *on*, *at* and then to find out student's errors in using prepositions of place and time and the factors that influence. Moreover, the technique of data analysis in this research has three steps. First, the main data will be obtained from the test was identified and analyzed. Second, researcher evaluated the results of test conducted by the students in what sources caused the students'

errors in using preposition of place and time. The last, the researcher will find out students' error and

caused in using preposition of place and time.

Data Findings and Discussion

Respondents' Errors in Using Prepositions of Place and Time

In order to get primary data, the researcher presents students' errors as the respondents in using prepositions of place and time within chart column and table.

Table of the Result of Student's Error in Class VII A

NO	Respondents	Errors in using Prepositions of place and time <i>in</i>	Errors in using Prepositions of place and time <i>on</i>	Errors in using Prepositions of place and time <i>at</i>
1.	Respondent A1	12. The company started <i>at</i> 1969.	11. I am sorry I'm late. My car broke down <i>in</i> the way here.	5. I think I heard the doorbell. There is somebody <i>in</i> the door.

The table also presents the total average errors percentage of all students from those two classes with 66 students as respondents.

Table 2. Percentage of Respondents Errors

This table presents the errors percentage of each respondent from two classes

NO	RESPONDENT	Sum of errors	Percentage of errors
1	RESPONDENT A1	14	56%
2	RESPONDENT A2	14	56%
3	RESPONDENT A3	16	64%
33	RESPONDENT B1	17	68%
34	RESPONDENT B2	11	44%
35	RESPONDENT B3	11	44%

The researcher also explains the total error percentages of two classes. This total errors percentage is acquired from the errors of 66 students that are counted in one table. The researcher also counts the error average.

Table 5. Errors in Class VII A and Class VII B

This table presents the errors percentage of each item and also the average percentage

Kinds of errors	Number of items	Sum of errors	Sum of students	Percentage of errors	Average of errors
Preposition of place and time <i>in</i>	1	6	66	9,09%	50,16%
	4	32	66	48,48%	
	7	33	66	50,00%	
	12	56	66	85%	
	16	27	66	40,90%	
	17	54	66	81,81%	
	19	30	66	45,45%	
21	43	66	65,15%		

	25	17	66	25,75%	
		298	594		
Preposition of place and time <i>on</i>	2	20	66	30%	56,62%
	6	29	66	43,93%	
	8	39	66	59,09%	
	11	36	66	55%	
	14	50	66	75,75%	
	18	40	66	60,60%	
	23	39	66	59,09%	
	24	46	66	69,69%	
		299	528		
Preposition of place and time <i>at</i>	3	51	66	77,27%	59,28%
	5	50	66	75,75%	
	9	58	66	87,87%	
	10	32	66	48,48%	
	13	55	66	83,33%	
	15	10	66	15,15%	
	20	48	66	73%	
	22	9	66	13,63%	
		313	528		
Average					55,35%

Data Analysis

Interpretation of the Data

Based on the data presentation, the researcher explains that the result of the analysis of all class. There are 66 students show that average percentage of errors made by students are 55,35%. The result for each error shows the average error percentage in using prepositions of place and time *in* is 50,16%, while the average error percentage in using prepositions of place and time *on* is 56,62%, and prepositions of place and time *at* is 59,28%. The highest number of errors is in using prepositions of place and time *at* and the smallest number of errors is in using prepositions of place and time *in*.

The result of the analysis of each class shows the total average error percentage in using

prepositions of place and time made by class VII A is 56,43%. The average error percentage in using prepositions of place and time *in* is 48,61%, while the average error percentage in using prepositions of place and time *on* is 56,64%, and prepositions of place and time *at* is 64,06%. The highest number of errors is in using prepositions of place and time *at* and the smallest number of errors is in using prepositions of place and time *in*. Furthermore, the total average percentage errors in using prepositions of place and time made by class VII B is 54,33%. The average error percentage in using prepositions of place and time *in* is 51,63%, while the average error percentage in using prepositions of

place and time *on* is 56,61%, and prepositions of place and time *at* is 54,77%. The highest number of errors is in using prepositions of place and time *on* and the smallest number of errors is in using prepositions of place and time *in*.

Analysis for each item

1. Analysis prepositions of place and time *in*

Dad gets home about six the evening.

According to the result of test, 32 (48,48%) students answered incorrect and 34 students answered correct. From those 32 students who answered this question incorrectly, there were 26 students answered the question with *at* instead of *in*.

The correct answer is "*Dad gets home about six in the evening.*"

The answer of this question that should be chosen by students is *in*, because the sentence tells about time and part of days. The word "the evening" means one of part of days. The function of preposition *in* does not only about place and position, but also about time. This preposition of time *in* is used to talk about month, year, season, part of days, so this question has to use preposition of time *in*.

2. Analysis prepositions of place and time *on*

Many shops close Sundays.

According to the result of test, 39 (59,09%) students answered incorrect and 27 students answered correct. From those 39 students who answered this question incorrectly, there are 37 students answered the question

with *at* instead of *on*. The correct answer is "*Many shops close on Sundays.*" The answer of this question that should be chosen by students is *on*, because the sentence tells about days and this is including preposition of time. The word "*Sundays*" it includes part of days, the function preposition of time *on* is talk about day, date, Memorial Day or important day.

3. Analysis Prepositions of Place and Time *at*

I looked at the list of names. My name was the bottom of the list.

According to the result of test, 51 (77,27%) students answered incorrect and 15 students answered correct. From those 51 students who answered this question incorrectly, there were 37 students answered the question with *in* instead of *at*. The correct answer is "*I looked at the list of names. My name was at the bottom of the list.*" The answer of this question that should be chosen by students is *at*, because this sentence shows the word "*the bottom of the list*" means the location of list at specific place, and the function of preposition of place *at* is the place shows at a specific place, point at bottom.

Results of Data Analysis

The Sources Causing the Student's Errors in Using Prepositions of Place and Time

There are 22 cases of errors caused by interlingual errors, the same percentage of errors belong to both using prepositions of place and time *in* and *on* with 8 (36,37%) cases

and only 6 (27,28%) cases belong to using prepositions of place and time *at*. In addition, from 25 questions, students had difficulty in answering at least 19 questions caused by intralingual errors especially over-generalization.

The cause of errors in using prepositions of place and time is the ignorance of students in distinguishing between each function and the usefulness of the prepositions of place and time, lack of knowledge in the prepositions of place and time, the prepositions of place and time between English and Indonesia has differences.

So as to overcome the problem, there are some teaching methods that can be used to facilitate student teacher in understanding the function and use of the prepositions of place and time. One of them with a fun teaching methods, teachers can use instructional media as a tool to explain to the students. As media LEGO that have been examined by Ika Yuliani (2011) in her thesis entitled Teaching Preposition Of Place Using Lego To The Fifth Grade Of Elementary School Students (A case of the fifth grade students of SD Negeri Donorejo 1 Karangtengah Demak), proving that this media is effective in solving the problem of student errors in using prepositions of place and time. In addition, how to reduce errors that can be done by practicing a lot of exercises than just looking in the open lesson and work on the problems. It can be seen from one of the international journals written by Vinod Bakka (2015) wrote about Overcoming Difficulties In Learning Prepositions, that Collocation

Approach and Prototype Approach can help students in overcoming the difficulties in the use of the prepositions of place and time. Both approaches as mutually combined will allow students in the learning process because in each approach, there are several learning techniques which are very affective and useful for students who experience difficulties in differentiating function and usefulness in the use of the prepositions of place and time.

Conclusion and Suggestion

Conclusion

The results of this research indicated that there are student errors in the use of prepositions, especially the preposition of place and time *in*, *on*, *at*. Differences in source language and target language make students feel difficult. The cause of students to made errors because of lack of knowledge about the use and function of prepositions. Therefore students made the same errors because of the lack of understanding that students get in school. From result of the test, there are 66 students of all respondents shows that total of student's errors in using prepositions place and time reaching 910 errors and the average percentage of errors made by students about 55,01%. The result for each errors shows the average percentage of errors in using prepositions of place and time *in* is 298 (49,15%) errors, while the average percentage of errors in using prepositions of place and time *on* is 299 (56,62%) errors, and prepositions of place and time *at* is 313 (59,28%) errors. In addition, out of total 25 questions, there are 22 cases of errors caused by interlingual

errors. Furthermore, 19 cases of errors caused by intralingual error. These results indicated that there was low comprehension of students in understanding the types and functions of prepositions of place and time.

Suggestion

Researcher then offers some recommendation for the students, the teachers, and the future researchers.

1. Suggestion for the students

Students should be even more active in learning prepositions especially prepositions of place and time *in, on, at*. Students should pay more attention to the teacher when the learning process begins so that no material is missed. Students should also be active in the class activities so that what is not known can be asked to the teacher.

2. Suggestion for the teachers

The teachers should be able to help students overcome errors in the use of prepositions. Although there is little in the material, it is important for students to learn so much more that students have no difficulty in differentiating prepositions. Teachers also have to use technique and media to attract students in the learning process becomes not difficult and fun.

3. Suggestion for the other researchers

There are still some errors made by students in the use of prepositions especially the preposition of place and time. Hence from that researcher can further research this research again with function and usefulness of different

prepositions. Many kinds of prepositions need to be thorough to find out how much students knowledge in the use of prepositions. There are also many aspects that influence the occurrence of these errors and other sources of error can be examined with other kinds and forms of prepositions. In addition, researchers also advise subsequent researchers to examine the method or the media in order to find out the errors that may occur in order to be addressed.

Bibliography

- [1] Bakka, Vinod. 2015. *Overcoming Difficulties in Learning Prepositions*. International Journal of English Language, Literature and Translation Studies, (Online), Vol 2, No 2, (<https://www.ijelr.in/2.2.15/239-%20241%20VINOD%20BAKKA.pdf>, upload July 2017)
- [2] Brown, H. Douglas. 2000. *Principles of language learning and teaching*. New York: Pearson Education Company.
- [3] Corder, S. Pit. 1973. *Introducing Applied Linguistics*. England: Penguin Education.
- [4] Eggenschwiler, Jean, M.A & Emily Dotson Biggs. 2001.

- Writing: grammar, usage and style.* New York: Hungry Minds.
- [5] Dykes, Barbara. 2007. *Grammar for Everyone: Practical tools for learning and teaching grammar.* Australia: Acer Press.
- [6] Ellis, Rod. 1997. *Second language acquisition.* New York: Oxford University Press.
- [7] Moleong, Lexy J. 2007. *Metodologi Penelitian Kualitatif.* Bandung: PT Remaja Rosdakarya.
- [8] Murphy, Raymond. 2007. *Essential grammar of English.* New York: Cambridge University Press.
- [9] Richards, Jack C. 1974. *Error Analysis: Perspectives on Second Language Acquisition.* London: Longman.
- [10] Yates, Jean. 1999. *Ins and Outs of Prepositions.* USA: Barron's Educational Series, Incorporated.
- [11] Yuliani, Ika. 2011. *Teaching Preposition Of Place Using Lego To The Fifth Grade Of Elementary School Students (A case of the fifth grade students of SD Negeri Donorejo 1 Karangtengah Demak).* Semarang: Semarang State University.