

# AN ERROR ANALYSIS OF USING PREPOSITION IN WRITING NARRATIVE TEXT

Nafilah Zulfa<sup>1</sup>, Dina Merris Mayasari<sup>2</sup>, Siti Aisyah<sup>3</sup>

STKIP PGRI Sidoarjo

[nafilahzulfalala@gmail.com](mailto:nafilahzulfalala@gmail.com)

## Abstract

Preposition is a complex area the students find difficulty in using them correctly. Hence, the important of using preposition cannot be ignored. It is clear that the use of preposition is important to know. Problem in this research was the use of preposition in writing narrative text to the eleventh grade students of MAN Sidoarjo. Fifteen students were asked to write narrative composition in English based on topics provided in forty five minutes. This study was a descriptive qualitative research which was describing the reality behind phenomenon deeply and descriptively. This study analyzed the students' narrative task based on classification of preposition error by Jha (1991). The result of this study showed that: 1) the total amount of error made by the eleventh grade students were 98 errors. They included omission errors (36=29,27%), insertion errors (7=5,69%), and selection errors (80=65,04%). 2) the highest frequency errors type produced by the students was selection errors with the total percentage was 65,04%. Based on the finding, it showed that the students made preposition errors while producing their narrative text. For suggestion, the teacher and the students should learn more about the use of preposition especially for writing narrative text, so the errors could be minimize. For further researcher, the researcher suggest that this research can be reference in writing the other research.

**Keywords:** *Preposition Errors, Jha's Classification, Narrative Text*

## Abstrak

Preposisi adalah bidang yang kompleks dimana siswa menemukan kesulitan dalam menggunakannya secara benar. Oleh karena itu, pentingnya menggunakan preposisi tidak dapat diabaikan. Jelas bahwa penggunaan preposisi itu penting untuk diketahui. Permasalahan pada penelitian ini adalah penggunaan preposisi dalam penulisan teks narasi pada siswa kelas XII dari MAN Sidoarjo. 15 siswa di minta untuk menulis komposisi naratif dalam bahasa inggris berdasarkan topik yang telah di sediakan dalam 45 menit. Penelitian ini adalah penelitian kualitatif deskriptif yang mendeskripsikan kenyataan dibalik fenomena secara mendalam dan deskriptif. Penelitian ini menganalisis tugas naratif siswa berdasarkan klasifikasi kesalahan preposisi dari Jha (1991). Hasil dari penelitian in menunjukkan bahwa: 1) jumlah total kesalahan yang dibuat oleh siswa kelas XI sebanyak 123 kesalahan. Itu meliputi kesalahan kelalaian (36=29,27%), kesalahan penyisipan (7=5,69%), dan kesalahan pemilihan (80=65,04%). 2) tipe kesalahan dengan frekuensi tertinggi yang telah dihasilkan oleh siswa adalah kesalahan pemilihan dengan total presentase sebanyak 65,04%. Berdasarkan hasil temuan, dapat disimpulkan bahwa para siswa melakukan kesalahan preposisi ketika membuat teks naratif mereka. Untuk saran, guru dan siswa harus belajar lebih mengenai penggunaan preposisi khususnya untuk menulis teks naratif, sehingga kesalahan dapat di minimalisir. Untuk peneliti selanjutnya, peneliti menyarankan agar penelitian ini dapat menjadi rujukan dalam penulisan penelitian yang lain.

**Kata Kunci:** *Kesalahan Preposisi, Klasifikasi oleh Jha, Teks Naratif*

## INTRODUCTION

Nowadays, English generally has been learned by the students since they were at the basic level of education. In order to use English well, the students had to master in some skills in English. There were four skills that should be learned in learning English. Choudhury (2013, pp. 27-32) mentions that the four core language skills are listening, speaking, reading, and writing. Writing was obviously the most difficult skill for second and foreign language learner to master. It could happen because writing was very complex skill. In writing involved both creating, organizing, and translating the idea into a cohesive text.

In English writing, there were many types of text. They were descriptive, narrative, expository, and so forth. Negrila (2012, pp. 1-8) defines that a narrative text tells an imaginary story, although some narratives may be based on the facts. Basically, narrative is the easier to be analyzed and the students always make errors in narrative composition. Yahya (2012, p. 33) states that more errors are made in the narrative composition compared to the descriptive composition.

Since the eleventh grade students learned about narrative text, it is related to the problem which the use of preposition in narrative composition. Gordon (2012,

pp. 1-3) says that the students cannot depend on prepositional knowledge from their first language. If students did make assumptions of semantic equivalence between the first and second language, it often results in prepositional error. The researcher found the fact from Early Exposure III on September in MAN Sidoarjo that most of the students had difficulties in using preposition to write narrative text.

In writing narrative text, the students must use preposition to make a good sentence which could be read clearly by the reader. According to Morgan (2014, pp. 202-212), prepositions are words which show a connection. Meanwhile, Alam (2015, pp. 87-91) explains that preposition is a complex area where the students find difficulty in using them correctly. Hence, the importance of using preposition cannot be ignored. It was clear that the use of preposition was important to know. Thus, the researcher was interested to analyze an error of using preposition in writing narrative text to the eleventh grade students of MAN Sidoarjo.

## METHODOLOGY

The design of this mini research is descriptive qualitative. The researcher would conduct this study by using qualitative research. This research would be used to describe the collected data by

narration. According to Lambert (2012, pp. 255-256), the goal of qualitative research is a comprehensive summarization of specific events experienced by individuals or groups of individuals. He asserts that there are a number of researchers who believe and support the fact that this research is a viable and acceptable for qualitative research design.

In this study the researcher would explain, classify, and analyze the data from some instruments. The researcher would present the result in descriptive form. The researcher would apply this research design to describe the factual phenomenon about errors of using preposition in writing narrative text.

The subjects of this research were the students at eleventh grade students of MAN Sidoarjo especially the students of MAN Sidoarjo from class XI MIPA 4 consisted of 36 students. The researcher knew that the students of this class had low ability in writing especially write preposition. Finally, the researcher took XI-MIPA 4 as the subject of this research.

The subject of the study were 15 students of XI MIPA 4, the researcher chose only 15 of them because the researcher had a limited time to analyze. In line with Bertaux (1981, p. 35) that in qualitative research, 15 participant is the smallest acceptable sample to analyze.

The key instrument of this research is the student's task. The researcher would take the data of the student's task as an instrument to analyze student's composition. From the data of student's task the researcher would know student's composition on the use of preposition in writing narrative text. Finally the researcher can describe types and the highest frequency error of the student's composition in writing narrative text.

In this research, the researcher used four techniques to analyze the data. Firstly, the researcher organized the task result the use of preposition in writing narrative text. The purpose of this technique was to make easy in setting data chronologically. Secondly, the data was changed into table form. The data was classified based on Jha (1991) classification errors which is divided into three aspects of error (omission, insertion, and selection of incorrect). After classifying data, the researcher want to found out the highest frequency of error occurs on the use of preposition in writing narrative text made by the eleventh grade students. Finally, the researcher made a conclusion for this data.

## **FINDINGS**

The researcher presented the data cited from the students' narrative text. The data analyzed was divided into some types. First, the researcher classified the errors

into three types of errors. Then the researcher calculated the frequent of each type of errors in sentences and analyzed them.

### A. The Student's Errors

There were 123 preposition errors found in the student's narrative text. The researcher provides all of those sentences and phrases in the table 3.1 completed with the error types of each preposition. The preposition errors were classified based on Jha's classification (1991), they were omission, insertion, and selection. There were 36 errors were found in omission, 7 errors were found in insertion, and 80 errors were found in selection. The identified sentences and phrase were figured out in following table.

**Tabel 1.** The Student's Errors

No.	Types of Errors	The Number of Occurances
1	Omission Errors	36
2	Insertion Errors	7
3	Selection Errors	80

### B. The Percentage of Preposition Errors

From the table 3.1, it could be seen that 123 preposition errors found in students' narrative compositions. Those 123 preposition errors contributed in each classification of errors and the percentages could be seen on the table 3.2:

The percentage of each type of errors was calculated by using the formula:

$$\frac{\text{Frequency}}{\text{Number of case}} \times 100\%$$

Number of case

$$\text{Omission} : \frac{36}{123} \times 100\% = 29,27\%$$

123

$$\text{Insertion} : \frac{7}{123} \times 100\% = 5,69\%$$

123

$$\text{Selection} : \frac{80}{123} \times 100\% = 65,04\%$$

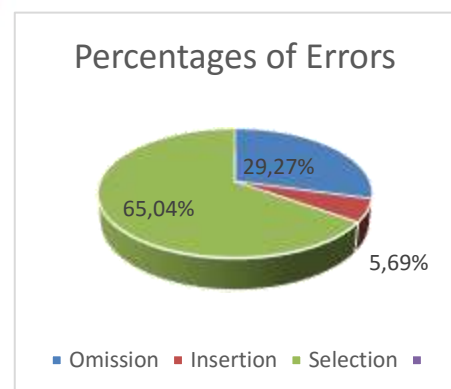
123

**Table 2.** Frequency and Percentage of Errors

No.	Types of Errors	Percentages
1	Omission Errors	29,27%
2	Insertion Errors	5,69%
3	Selection Errors	65,04%

From the table above, it can be said that the highest type of preposition errors produced by the students is selection. Looking the percentage of this errors, selection is the highest other type.

**Figure 1.** The percentages of Errors



## Discussion

The discussion of the study presented the data description about the types of errors, the researcher had found there were 123 errors on students writing task in using preposition. The errors were classified into 3 types.

In this part these errors will be analyzed using Jha's theory about the errors of preposition. There are 123 errors that consisted of 36 omission errors, 7 insertion errors, and 80 selection errors.

### A. Omission Errors

There were 36 errors found in Omission. 10 errors were found on the use of "to", 6 errors were found the use of "of", 3 errors were found on the use of "for", 4 errors were found on the use of "with", 5 errors were found the use of "into", and 2 errors were found on the use of "in". Furthermore, 1 error was found on the use of "from", 1 error was found on the use of "up", 1 error was found on the use of "away", 1 error was found on the use of "by", 1 error was found on the use of "after", and 1 error was found on the use of "as".

These errors showed that the students were not able put preposition of direction. This preposition was showed where something is going. As an example in the sentence "Then male dog picks it \*" instead of "Then male dog picks it up",

then "He was very angry and kicked \* the boat." instead of "He was very angry and kicked away the boat.". In other sentence "The rabbit got \* the halfway point ..." instead of "The rabbit got to the halfway point ...". The last example of omission preposition direction is in the sentence "She took the bones \* a ground." instead of "She took the bones into a ground." All the sentences above need to put a preposition of direction to showed where something is going.

Moreover, the students were not able put some preposition in other way, like for agent, instrument, device, or machine. This preposition called preposition with special uses. It should be noticed and reflected that most of the students made the errors in the sentence "Roro Jonggrang became a statue inside Candi Prambanan to complete \* a thousand temples." instead of "Roro Jonggrang became a statue inside Candi Prambanan to complete of a thousand temples.", then "She lived \* the stepmother and two step sisters." instead of "She lived with the stepmother and two step sisters.". In other sentence, the students eliminate preposition "by", for example "The next day, Malin Kundang went to a big city with the use \* ship." instead of "The next day, Malin Kundang went to a big city with the use by ship."

Then the students were not able to put some preposition where something

happens. They are called preposition of place. For example in sentence “..., *her quilt fell off \* her house*” instead of “..., *her quilt fell off from her house*”. Then, some of the students eliminated the preposition of time in their sentence. For example in sentence “*After tired fought \* several hours, ...*” instead of “*After tired fought for several hours, ...*”, then in sentence “*Two days \* her father passed away.*” instead of “*Two days after her father passed away.*”.

### B. Insertion Errors

There were 7 errors found in insertion. From all 7 errors, 4 errors were found on the use of “to”, 2 errors were found on the use of “for”, and 1 error was found on the use of “from”. These errors showed that the students were put some preposition were not needed.

For example, in the sentence “..., *because he killed to her father for a war.*” instead of “..., *because he killed her father for a war.*”. It showed the special uses and preposition “to” not needed. Because “to” shows the plan, but this content is her father was died. Furthermore, in sentence “*Baya was very angry knew that Sura broke for the promise.*” instead of “*Baya was very angry knew that Sura broke the promise.*” It shows the where something is going or called preposition in direction. It not needed to use “for” in this sentence.

The insertion of errors in other sentence is “*His father was left from him.*” instead of “*His father was left him.*”. The students not needed to use preposition “from”, because it is the preposition of special uses. It use to indicate a pronoun in the sentence.

### C. Selection Errors

There were 80 errors found in selection. From all 80 errors were consisting 16 errors were found on the use of “at”, 14 errors were found on the use of “for”, 18 errors were found on the use of “to”, 9 errors were found on the use of “of”, 6 errors were found on the use of “from”, 9 errors were found on the use “in”, 4 errors was found on the use of “on”, 1 error was found on the use of “as”, and 3 error was found on the use of “with”.

The students indicated choosing of incorrect prepositions. They confused put the appropriate preposition in their sentences. For example, in sentence “... *Sangkuriang found a house at the forest,...*” instead of “... *Sangkuriang found a house in the forest,...*”. It was wrong to use “at” because preposition “at” used for a certain point. The students should used “in”, because this preposition used for an enclosed space.

In other sentence, “*He felt in love with Roro Jonggrang and wanted for marry her.*” instead of “*He felt in love with Roro*

*Jonggrang and wanted to marry her.*”. In this sentence, preposition “for” had the similar function with preposition “to”, it can be used for a motive or reason. But it was wrong because preposition “to” is always with a verb, and preposition “for” is always with a noun. Then, the students should used “to” in this sentence.

Furthermore, the students confused choosing the right preposition when something happens or they called

### **Conclusion**

The researcher had two conclusions for this research after the research conducted, as follows: There were 3 types of error that found from the students writing task in narrative text on using preposition which was done by the eleventh grade students of MAN Sidoarjo. Based on the categories that had been made, the errors were found as 36 errors of omission, 7 errors of insertion, and 80 errors of selection. There were omission with the percentage was

preposition of time. For example, in sentence “*In Midnight, the project almost done.*” instead of “*At Midnight, the project almost done.*”. It was wrong because the students put preposition “in” in this sentence. Preposition “in” for months, years, centuries, and long periods. Then, preposition “at” for a precise time. In this sentence, “midnight” is precise time, so the students should put preposition “at” in this sentence.

29,27 %, insertion with the percentage was 5,69 %, and selection with the total percentage was 65,04 %.

The selection error was the highest frequency errors type producing by the students in the writing task of narrative text. From the data in chapter VI, the students produced 80 selection errors in their narrative composition. The total percentage of selection errors produced by the students was 65,04 %.

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