

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language is a tool for communicate with someone in daily life. Languages are used as a way of binding relationships with each other. Language is very important because, without language, we have nothing to do with others. Using this language has become a very important object of communication. The function of this language is a means of understanding self and others, more precisely a means of connecting various relationships in daily life. As we all know, there are several types of languages. The most important thing in the language is the language in our daily lives. According to Jeans Aitchison (2008: 21), language is a model system of arbitrator's voice signals, which is characterized by structural dependence, creativity, displacement, duality, and cultural transmission.

Studying about language is called linguistics. It involves the analysis of language form, language meaning, and language in context, as well as the analysis of social, cultural, historical, and political factors that affect language. According to Richards and Schmidt (Richards and Schmidt, 2002: 283), linguistics is a language as a human communication system. Here we will talk about Grammar. We know that grammar cannot be separated from linguistics because as we know, linguistics learns about language, language without grammar will be ambiguous. Therefore, linguistics and grammar are related.

Grammar is the arrangement of sentences by using the correct structure to make the sentences perfect. This shows that grammar is research aimed at systematically arranging words in sentences. When the students arrange the words to be a sentence, sometimes students did error, especially in using preposition. So, in this research the writer wants to analyze students' error in using preposition.

Error analysis is very concerned about the form of language, especially students. Richard et al., (2002), an Error Analysis is the use of a word, speech act or grammatical items in such a way it seems imperfect and significant of an incomplete learning (184). With it, error analysis is very important for observing, analyzing and categorizing deviations from language rules through writing. In this study, the researcher will analyze students' errors in using prepositions.

Prepositions are a kind of pronunciation in English used to express the relationship between the object and the rest of the sentence. It is located before or at the beginning of a word or phrase, and constitutes a part of a sentence, and the following components can be nouns, adjectives, and nouns. There are many types of prepositions, but the researcher is more focused on the preposition of place.

Prepositions of Place are used to indicate the position of the object of the preposition on the subject or object of the sentence. Dignen et al (2007:151) state that preposition of place is used to tell someone where someone else or something is. Prepositions are often used in written form because they are related to each other. In this study, the researcher will analyze Preposition of Place in written form such as writing.

Writing is one of the very important English skills. Writing is one of the latest language skills that language learners master after listening, speaking, and reading. According to White and Arndt in Hammad (2013: 1), writing is a thinking process which demands intellectual effort, and it involves generating ideas, planning, goal setting, monitoring, evaluating what is going to be written as well as what has been written, and using language for expressing exact meanings. In writing, many students make mistakes and errors when they write in English, especially in using preposition. The errors can be seen in the sentence, "She is come back to home on 07.00 PM". In this sentence can be seen that the student did error in using preposition "on" in the sentence. It should be "at". So, the right sentence is "She is come back to home at 07.00 PM" because the preposition object appears in the form of pronouns, nouns and noun phrases.

Based on the explanation above, the researcher wants to know more about students' error in using preposition. So, the research entitled "An Error Analysis In Using Preposition of Place at the third semester of English Department students at HKBP Nommensen University in the Academic Year 2021/2022".

1.2 The Problems of Study

In this study, the researcher tries to limit the discussion by posing the following problem:

1. What types of error are made by the third semester students of English Department at HKBP Nommensen University in using Preposition of Place.
2. What types of error is the most dominant made by the third semester students of English Department at HKBP Nommensen University in using Preposition of Place.

1.3 The Objectives of the Study

Dealing with the statement of the problems above, the researcher intends to achieve some objectives through the study as follows:

1. To describe types of error are made by the third semester students of English Department at HKBP Nommensen University in using Preposition of Place.
2. To find out the most dominant type are made by the third semester students of English Department at HKBP Nommensen University in using Preposition of Place.

1.4 The Scope of the Study

There are many types of prepositions, namely preposition of place, preposition of time, and preposition of direction. In this research, the researcher focus onThe preposition of place (In, On, At). The preposition of place based on the theory Crystal (2007:232) mentions that prepositions are a class of words that indicate relationships between nouns, pronouns and other words in a sentence.

Writing is expressing ideas, ideas and opinions in an article. Although writing is considered an activity that drains concentration, it turns out that there are also many who want to

become writers. In terms of writing, writing has several genres, namely, Narrative writing, Recount writing, Procedural writing, Report writing, Explanation Writing, and Persuasive writing. In the writing genre, the researcher only chooses Narrative Writing. According to Setyorini(2009: 11) Narrative writing is a form of writing that has the main purpose of story telling.

1.5 The Significance of Study

There are two benefits of this research, namely theoretically and practically.

1.5.1 Theoretically

1. The result of this research can be used as information on common error in using the preposition of place by students.
2. The result of this research also can be used as a reminder that the teacher needs to find out the right method or even the supporting media to explain clearly about preposition especially the preposition of place.

1.5.2 Practically

1. The teacher

For the English Teachers, The researcher hopes this research will help the teachers to analyze whether the students have clearly understood the use of prepositions especially the preposition of place and be able to distinguish among them.

2. The students

For the students, this research may be a reminder that they have to be careful in using the preposition of place to avoid any errors in using the preposition of place.

3. The researchers

Researcher Conducting this research enriches the researcher's knowledge about the error in using the preposition of place by students.

CHAPTER II LITERATURE OF REVIEW

2.1 Theoretical Framework

In this study, the researcher described and explains the part of. The theoretical framework is aimed at giving some concepts in analyzing the study. This chapter presents a review of related literature and an explanation of the related materials. The writer presents this chapter in order to strength then this study This terms will be classified in the following:

2.2 Error

Error is an error in the language of the native speaker, so errors in the language are difficult to correct with the correct word. According to Brown (2000) states that error is the students' deformity in performing the second language system. He further explains that an error is a noticeable deviation of the grammar system from a native speaker, reflecting the language competence of the learner. For example, when a second language learner says "I ran there", it can be known that he reflects his level of competence in which he thinks that all verbs require a suffix /ed/ as an inflection to past tense form. Based on the explanation that Errors is an errors in language, so errors in language are difficult to correct with the right words.

2.2.1 Types of Error

Dulay in Kuntjara (2013: 2-5) divides errors into 5 types. They are Omission, Addition, Misformation, Misodering, and Blends.

1. Omission

The omission is any selection of certain necessary items in sentences. The omission is indicated by the absence of certain items that must appear in the sentence. This usually happens in the early stages of second language acquisition.

Examples: **"My mother smart cooking."** It should be, **"My mother is smart in cooking"**

2. Addition

The addition is any usage of unnecessary items in the sentence. The addition is indicated by the presence of an ‘unwanted’ item in a sentence. The unwanted items do not appear in a well-formed utterance. This happens when the learners overuse certain grammatical rules of the target language.

Examples: **“He does not come.”** It should be, **“He does not come.”**

3. Missformation

Missformation is any wrong form of certain morphemes or structures. Missformation is indicated by the usage of wrong forms of certain morphemes or structures.

Examples: **“I don’t like.”** It should be, **“I don’t like.”**

4. Misordering

Blends occur when two or more morphemes that have the same function appear in a sentence.

Examples: **“The only one thing I want.”** It should be, **“The only thing I want.”**

2.2.2 Source of Error

In making the error, there are some possible causes of errors which are stated by Brown (2000):

1. Interlingual Transfer. It is a significant source of error in the beginning stages of learning a second language. This error is caused by the interlingual transfer or the interference that is affected by their mother tongue or the native language. For instance, when English learner says “John married with Jean” instead of “John and Jean are married”.
2. Intralingual Transfer. It is an error produced by the learners of their language system which affects the structure of the target language. The interference of the native language system or their limited knowledge within the target language results from an intralingual transfer - generalization.

3. Context of Learning. Context refers to the material, situation, or condition given by a certain source in learning the second language and it can cause errors. For example, the learners can make an error due to the misleading explanation from the teacher, or the faulty presentation of a structure or word in a textbook.
4. Communication Strategies. It can become a source of error related to learning styles in order to use strategy in conveying the message.

2.3 Error Analysis

Error Analysis is an expression found in writing and speaking. In error analysis learning, it is often done in foreign language learning. Richards in Emmaryana (2010; 5), error analysis is an activity to reveal errors found in writing and speaking. Error analysis also is the study of errors made by second and foreign language learners. From the two definitions, it can be concluded that the definition of error analysis is an error made by someone in writing or speaking. So that information about the common difficulties someone faces in speaking or writing English sentences. Based on explanation above that error analysis is an error contained in a sentence in a text or through a pronouncement that has been conveyed which is then analyzed for errors and to be corrected into the correct sentence according to the rules of writing.

2.3.1 Steps in Conducting Error Analysis

Corder in Kuntjara (2013; 2) distinguishes five steps in conducting error analysis.

- a. Collect the sample of learner language. To provide data for the error analysis, the researcher needs to collect a sample of learner language. In 6 this step, the researcher may control the data by narrowly specifying the samples he/she intends to collect.
- b. identify the errors. The identification of errors involves a comparison between learners' sentences and native speakers' sentences in the same context. Then, the researcher can identify which part of learners' sentences is different from the "reconstructed version."

- c. Describe the errors. The description of errors usually employs either linguistic taxonomy or surface structure taxonomy to describe the differences between learner's sentences and native speakers' sentences.
- d. Explain the errors. Explaining errors involves determining their sources to account for why they were made
- e. Evaluate the errors. Error evaluation is a supplementary stage in error analysis.

2.4 Preposition

A preposition is an expression of a word with each other in mind. Generally, nouns are replaced with pronouns. A preposition may be single words such as "by, from, over, under", or they may be more complex and composed of several words such as "apart from, in front, of, despite, instead of". Prepositions are often part of fixed phrases in phrasal verbs, collocation, and idioms. Sometimes the combination of the verb, with a preposition has its particular meaning, such as "call on, look after, send for, care for, abide by, differ from, bring about" and so on. Some nouns, verbs, and adjectives are often followed by particular prepositions such as: "application for, a demand for, resign from, prohibit from, afraid of, doubtful about". The preposition which can be used with particular words is shown, at the entries, in the dictionary. According to Brown (2004), a preposition is a word used to express some relation of different things or thoughts to each other, and is generally placed before a noun or a pronoun, for example, "The paper lies before me on the desk." Based on the explanation above preposition is a word that is contained in a sentence, so that the sentence becomes coherent.

2.4.1 Kinds of Preposition

Furthermore, Ullah (2009) adds that there are six kinds of a preposition.

1. Simple Preposition: It is constructed by only a word.

Example: At, in, on, by, of, to, about, with, for, up, after, from are simple preposition.

2. Double Preposition: Two prepositions or words construct it.

- Example: Into, onto, up to, within, upon behind are double preposition.
3. Compound Preposition: Such kind of preposition generally sits before a noun, adjective, and adverb constructed with being (by) or on (a). Example: Above, across, behind, before, between, beyond
 4. Participle Preposition: Some participles are used as a preposition. They are called participle prepositions. For example: -Considering his old age, he was allowed to go. -I know much regarding his career.
 5. Phrase Preposition: When a phrase is used as (acts like) preposition then it is called phrase preposition. For example: -There is the garden in front of our school. -Despite riches he is unhappy. -He took English in place of Urdu.
 6. Disguised Preposition: When a Preposition is used briefly or used invisible or unmentionably and which are not used as their figure is known as disguise preposition.
 - 7 For example: - It is 7 O'clock. (O' = of). - He went out a-hunting. (a = on) - He was standing a side of her. (Aside = on side) - She comes here once a week.(a= on).

2.4.2 Concept of Preposition

Prepositions are always followed in a noun or pronoun. The concept of their current prepositions indicates the direction in the relationship, such as position, place, direction, time, way, agent, possession, and condition between their object and other parts of the sentence. Prepositions connect words and phrases of sentences in a variety of special relationships. Prepositions have the function of connecting nouns or pronouns with other words, usually nouns, verbs adjectives. According to Knapp (2005), a preposition locates nouns, pronouns, and noun groups in time, space, or circumstance.

2.4.3 Types of Preposition

A highly detailed explanation of all prepositions would be fruitless in a text on grammar since such an explanation would have to include many items that more properly belong in the

vocabulary of the language than in the grammar of the language. Preposition MarceDanesi (2006 : 92) describes that a preposition (literally, “something positioned before”) is a word that comes before some other parts of speech, generally, a noun, substantive, or noun phrases, to show its relationship to some other part in the sentence. Prepositions can be recognized easily they are short words such as in and by that indicate location, direction, position, time, and many other such uses.

The writer found the types of the preposition in the movie. The following types of preposition:

1) Preposition of Time

Data 1 “Anyways, that day, **at** four o’clock, I drank a cup of coffee”.

In data 1, the preposition in the sentence above indicates time, it is placed after noun phrases **that day**, after preposition **at** followed by **four o’clock**. This preposition refers to a certain time.

Data 2 “You see, **after** we left Mexico, he was very nervous.”

In data 2, the preposition **after** in the sentence above indicates time, it is placed after verb see, after preposition **after** followed by **we left Mexico**. This preposition refers to a certain time.

2) Preposition of Place

Data 3 “A promise that there was no one else **in** the world she so wanted to see”

In data 3, The preposition **in** the sentence above indicates place, it is placed after noun phrase **no one else** after a preposition **is** followed by **the world**. This preposition refers to a certain place.

3) Preposition of Manner

Data 4 “Get some whiskey! Two bottles, wrapped **in** a towel.”

In data 4, the preposition **in** in the sentence above indicates manner, it is placed after adjective **wrapped**, after a preposition **in** followed a **towel**. This preposition refers to the way that something happened.

4) Preposition of Direction

Data 5 “They can go back **to** Lotte.”

In data 5, the preposition **to** in the sentence above indicates direction, it is placed after the verb **goes back** after a preposition **to** followed by **Lotte**, a name of a place. This preposition refers to which way that something moves.

2.4.4 Definition Preposition of Place

A preposition of place describes the position of an object and also a preposition of place is a preposition that is used to refer to a place where something or someone is. According to Wren and Martin (2000) states 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 to something else.

2.4.5 Function of Preposition of Place

a preposition has the function of connecting a noun or pronoun with another word, usually a noun, verb, or adjective.

2.4.6 Types of Preposition of Place

1. Preposition Place of In

It is used to state that someone or something is inside of the boundaries (the boundaries can be the physical or virtual place). According to Yates (1999), the functions of the preposition of place in are:

- a. It indicates location inside or within something else.

Example: The pencils are in the box.

- b. In indicate geographical areas: city, continent, country, states, town

Example: She lives in California.

c. Comfortable, protected place: alcove, large chair, cocoon, nest.

Example: He sat down in the chair and read his novel.

d. Publications and speeches: article, book, magazine, newspaper, speech. Example: I read the article in the newspaper.

e. It is used for vehicles where the passengers cannot walk around: car, canoe, helicopters, small airplane, small boat.

Example: We went in the car, but they went in a helicopter.

f. It indicates that something is in the water, the air, the environment
For example, there is pollution in the air.

g. It indicates the position of something is in the center, the middle
Example: Our house is in the center of town.

h. It indicates the position of something in the north/south/east/west
Example: New England is in the north of the United States.

i. A bodily attack

Example: A stone hit me in the face.

j. Print medium.

Example: Read the articles in the newspaper.

2. Preposition of Place *On*

On is used to state someone or something is on top of a surface. According to Yates (1999), the functions of the preposition of place *on* are:

a. *On* indicates facing.

Example: The house is on the beach.

b. *On* indicates travel in vehicles in which one can walk.

Example: She goes to work on the bus

c. *On* indicates the individual method of travel.

Example: He came over on his bike.

- d. On indicates a surface location.

Examples: She lives on Oak Street.

- e. On indicates an outside location.

Example: He was standing on the corner of First Street and Maple Avenue.

- f. On indicates location in a part of an area.

Examples: The market is on the right side of the hospital.

- g. On indicates something is on the surface of the body.

Example: He has a scratch on his arms.

- h. An electronics medium.

Example: The file is saved on the computer

3. Preposition of Place *At*

It is used to state something or someone is at a specific place. According to Bolton & Goodey (2001), the functions of the preposition of place at are:

- a. It is used for a particular point.

Examples: There is a bus stop at the end of the street.

- b. It is used for an address.

Example: Carmen lives at 23, Mill Street.

- c. It is used for a place where a particular activity happens.

Examples: She is meeting a boy at the cinema.

- d. It is used for an event

Example: She met him at a party last night

2.5 Genre of the Text

These purposes are predictable by the skilled members of the discourse community, and thereby constitute the rationale for the genre. Every genre has a set of communicative purposes

under social situations and each genre has its structural features. According to Gerot and Wignall (1994: 152-174), there are many kinds of genres. They are:

a. Spoof

The spoof is a kind of genre that has a social function to settle an event a humorous twist.

b. Recount

It is a kind of genre that social functions to retell events to inform or entertain.

c. Report

The report is a kind of genre that social function to describe the way is concerning a range of natural, man-made, and social phenomena in our environment.

d. Analytical Exposition

It is a kind of genre that social functions to persuade the reader or listener that something is the case.

e. News Item

The news item is a kind of genre that social function to inform readers, listeners, or viewers about events of the day which are considered newsworthy or important.

f. Anecdote

It is a kind of genre that social functions to share with others an account of an unusual or amusing incident.

g. Narrative

The narrative is a kind of genre that social functions to amuse, entertain, and deal with the actual or vicarious experience in different ways. Narrative deal with problematic events which lead to a crisis or turning point of some kinds, which in turn finds a resolution.

h. Procedure

It is a kind of genre that social functions to describe how something is accomplished through a sequence of actions or steps.

i. The description text

is a kind of genre that social function to describe a particular person, place, or thing.

j. Hortatory Exposition

It is kind of genre that social function to persuade the reader or listener that something should or should not be the case

k. Discussion

The text is kind of genre that social function to present two points of view about an issue

l. Review

The review text is a kind of genre that social functions to critique an artwork or event for a public audience.

2.6 Narrative Text

Writing is a skill in reading it could also be in listening and speaking skills. Writing is very important in education circles, and work. Kharisma (2001: 1) says that writing is more complex than the other skills (reading, listening, and speaking). Gaith (2002: 1) states that writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Based on the explanation above writing is a skill in writing and also exploring ideas in writing. According to Grenville (2001:2) The purpose of writing is to convey a message to the reader. In writing, you must make clear sentences and clear delivery, so that the reader can understand. There are many kinds of writing. One of them is narrative text.

According to Rebecca (2003: 1), a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. She, furthermore, states that a key to comprehending a narrative is a sense of plot, of theme, of characters, and of events, and of how they relate. In addition, Anderson (2003: 12) explain that a narrative is a text that tells a story and, in doing so, entertains the

audience. It has character, setting, and action. The 18 characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem. Narrative text is a story that can entertain the readers and usually it has moral and it finds in the ending of the story.

2.7 Previous of Studies

There are some previous studies related to this study. by Rissca (2018) the title “*An Error analysis on Preposition of place In, On, and At Used By The Eight Grade Student’s At SMP 3 Batu*”. This study is aimed to analyze the types of errors made by the eighth-grade students at SMPN 3 Batu in using prepositions of place and to know how the teacher coped with the errors made by the students. The subjects of this study were the eighth-grade students of class H which consisted of thirty students and the English teacher. The total frequency of errors in the short answer test was 351 and 62 errors in sentences making test. The types of errors were omission errors as much as two errors, addition errors were thirteen errors, misformation errors were 43 errors, and misordering errors were four errors

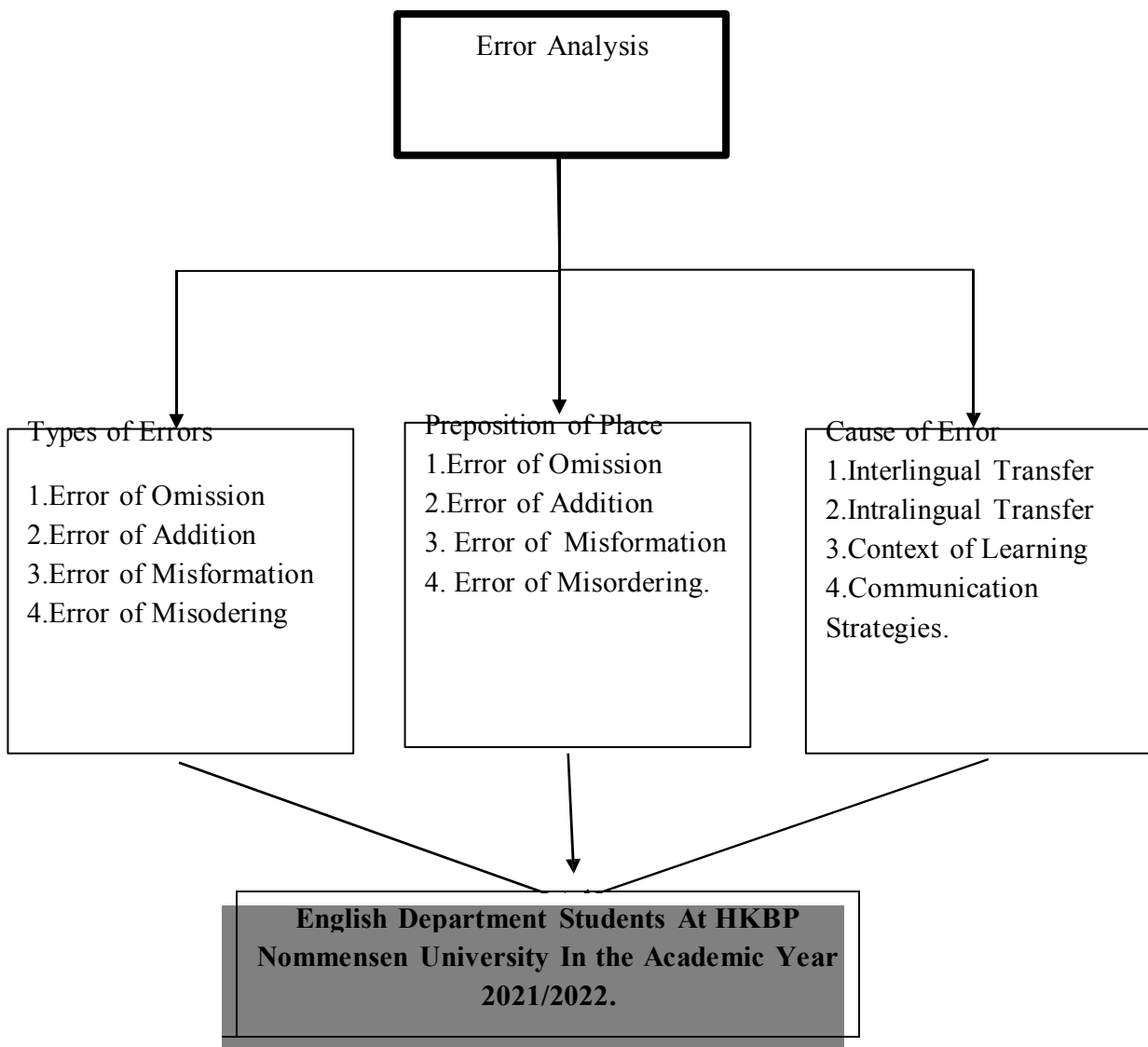
Another study is from Asvin (2020) the title “*An Error Analysis In Using Preposition Of Place In Writing Narrative Text At The Twelfth Grade Student’s Of SMA WalisongoPecangaanJepara In The Academic 2019/2020*”. The aim of this research is to identify students’ errors in using prepositions especially the prepositions of place. This research was conduct in SMA WalisongoPecangaan at Twelfth-Grade students, especially in Science Program.

The last previous study is Nuri (2014) title “*An Analysis on Students’ Error in Using Preposition of Time and Place*”. The purpose of the research is to identify, classify and explain the errors that the second-grade students of SMP YMJ Ciputat made in using the preposition of time and place. The researcher reveals the types of errors and explains the sources of errors that occurred. This research was conducted following procedures of error analysis.

The previous research has similarities with this research, the similarity is that they explain the mistakes made. In particular, the preposition of this research is to identify, classify and explain the errors that appear. The difference between this researcher is that some of them conduct research with students in schools, and there are researchers who conduct research with university students. This research is the time spent in this research, that is, when the Covid-19 pandemic was in Indonesia. When it becomes an epidemic, so researchers are the only option to continue learning activities.

2.8 Conceptual Framework

This study focuses on analyzing Preposition of place errors with the third semester students. In the Covid-19 pandemic situation, researchers will conduct research via mobile phones. Error Analysis has four types according to Dulay in Kuntjara (2013: 2-5) are Omission, Addition, Misformation, and Misordering. According to Brown (2000), the Cause of Error can be divided into two categories, they are Interlingual Transfer and Intralingual Transfer, Context of Learning, and Communication Strategies.



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The researcher was used qualitative research to analyzed and describe the students' errors in this study. Qualitative research is a descriptive research and tends to use analysis. Process and meaning are emphasized more in qualitative research. According to Lambert and Lambert (2012: 255), the goal of qualitative descriptive studies is a comprehensive summarization of specific events experienced by individuals or groups of individuals. They assert that there is a number of researchers who believe and support the fact that "qualitative descriptive" is a viable and acceptable label for a qualitative research design. While phenomenology, grounded theory, and ethnography also are descriptive qualitative approaches, by nature, they are not exclusively in the descriptive domain because they also tend to explain phenomena. This research will employ a focus description study in which the researcher uses some category of data prepared by the researcher (Setiyadi: 2006).

3.2 The Subject of Study

The subject of the study was the third semester students of English Department at HKBP Nommensen University and they were 15 students selected.

3.3 Data and Source of Data

a. Data

In this research, the student was wrote a narrative text. Bungin (2001: 123) said that Data is the information material about the object of research.

b. Source of Data

Source data is the main source from which data originates, in computer programming. In this study the researcher was taken the third semester students of English Department at

HKBP Nommensen University. This means that there are 15 students taken as a sample study.

3.4 Instrument of Collecting Data

In order to fulfill the objectives of this research, the instruments used to obtain the data. Walidin et al. (2015: 45) said that research data was collected by a predetermined research draft. The instrument of collecting data in this research was Writing test.

3.5 Technique of Collecting Data

The researcher was collected the data by performing several stages:

1. The researcher was prepared the instrument.
2. The researcher was collected the third semester students
3. The researcher explained to the subject (students) about what would they do.
4. The researcher was asked the students to write a Narrative Text and must be found preposition of place (In, On, At) in it.
5. The researcher was collected the students writing to be analyzed

3.6 Analyzing of Collecting Data

Analyzing of Collecting Data were the process of gathering, modeling, and transforming data with useful information, suggesting conclusions, supporting decision making.

1. Read the students' writing
2. Underlined the errors of students' writing
3. Analyzed the kinds of students' errors
4. Determined the dominant error from the students' writing

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

P = Percentage

F = Frequency of error occurred

N = Total numbers of error

3.7 Triangulation

Triangulation is the means by which an alternate perspective is used to validate, challenge or extend existing findings. Triangulation relies on the idea of using two known points to locate the position of an unknown third point, thus forming a triangle. Patton in Cope (2014:1) define triangulation as an “attempt to map out, or explain more fully, the richness and complexity of human behaviour by studying it from more than one standpoint”. Patton identify triangulation into four types, they were:

1. Data Triangulation

Data Triangulation related to the use of a variety data or information including time, space, and person in research. Data triangulation is the process re checking and comparing information by the writer compared observation data with and interview data.

2. Time Triangulation

Time Triangulation related to the use of time in getting more valid data. The writer needed to do the observation more than once to make sure the validity of the data.

3. Theory Triangulation

Theory triangulation related to the use of two or more theories which was combined when examining situations and phenomena. Some theories support both of way of collecting and data needed to be created more complete to give more comprehensive data.

4. Methodology Triangulation

Methodology triangulation related to the effort of checking the data or data result. The aim of methodology triangulation was to conduct a situation and phenomena on by using some methods. Methodology triangulation was similar to the mix of method approaches used in social science research, where the result from one method was used to enhance, argument, and clarify the

results of others.

In this research, the writer focused with the data triangulation. The observation did not do once. In this research the researcher used data triangulation to validate the data.