

# AN ANALYSIS OF STUDENTS WRITING ERROR IN USING PREPOSITION

(A Case Study at the Second Grade of SMPN 4 Tigaraksa-Tangerang)

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## ABSTRACT

*This research is designed to analyze the students writing error in using preposition. The research is conducted based on the statements of problems 1) How is students understanding on using preposition ? 2) What are the common error types of students writing in using preposition? This research oriented to the following objectives: 1) To know the students understanding on using preposition. 2) To find the common error types of students writing in using preposition.*

*To answer the questions, the writer collected data from 25 students. Since the research used a case study included as qualitative research, the data was presented in descriptive analysis way and the procedure of error analysis used is according to Gass and Selinker.*

*The research finding showed that the mean of multiple choice test score is 40. It means that students understanding on using preposition is very poor. The writer also got the result of the study from students writing. The result showed that there are the highest and the lowest errors made by the students. The highest common errors are incorrect preposition with the number of errors is 16 or 53.33% and omission with the number of error is 713 or 43.30%. The lowest error type is insertion of preposition with the number of error is 2 or 6.66%.*

***Key words: Errors, Types of Errors, Preposition***

## A. INTRODUCTION

Language is a means of communications. English language is the first foreign language that learned in schools. It is the language used by almost every people in the world. Learning English, has become a great necessity to everyone to realize the importance of the language. Because of its importance, many people are willing to spend their time and efforts to attend the English course.

According to Jeremy Harmer, language is social construct as much as it is a mental ability. It is important for students to be just as aware of this in a foreign or second language as they are in their own.

Language is a system of communication. We use language to communicate, give idea, asking question, persuade, express feelings, and so on. Without the existence of the language, someone will find the difficulties in his communication. People use different language around the world. So many languages that people use to interact each other. However, the language that most spoken in the world is English.

Being aware of the English importance, the government of Indonesia has decided to take English as a compulsory subject in formal education. English, then has to teach from secondary up to university level. In this case, Edward Sapir stated that “ languages are now studied from all walks of life. More language are studied than ever before, because language doesn’t develop in vacuum”.

It is also supported by Robert Lado, ” a language is a part of the culture of the people and the members of society to communicate.

Indonesia as a country that use English as a foreign language decided English as a compulsory subject in the formal education that must be learned by all students from elementary school up to the university. There are four skills in English that must be mastered. They are: speaking, listening, writing, and reading.

As we know writing is one of English skills that we must be able and understand. Writing makes us able to deliver our minds to everyone even to the public. Writing also is an equipment of the communication that can be understood by all people in the world.

Although English occupies an important position in academic curriculum and it has consumed such a long time, but many students have not mastered English as they are expected, some students feel that English lesson is difficult material to understand so, it was one of the lesson that most of the students failed.

There are reasons that because the students feel difficult to understand and communicate in English, one of them is feeling difficult in grammar. Many people who ignore grammar for a good competency. And it as something unimportant aspect, either on junior high school or senior high school even on university.

In this case writer will explain about preposition, because of most students still error in using it, especially at junior high school. Therefore, the writer interest in making the investigation by the title “AN ANALYSIS OF STUDENTS WRITING ERROR IN USING PREPOSITION”.

## **B. RESEARCH QUESTION**

There are two research questions addressed in this paper:

1. How is students understanding on using preposition ?
2. What are the common error types of students writing in using preposition?

## **C. THEORITICAL FOUNDATION**

There are several theories which will be dealing with this study as below:

### **1. Error Analysis**

Students as a learner who learn English Language are often used unacceptable and inappropriate forms. The unacceptable and inappropriate forms are called errors. It is unavoidable that a learner does some errors in his language learning process. These do not mean sign of failure, making error can be regarded as an essential part of learning. However, error must not be neglected. In relation to the learner's error arise study known as '*error analysis*' it is an analysis about learner errors in their process of learning a foreign language.

Studying learners errorserves two major purposes: 1.) It provides data from which inferences about the nature of the language learning process can be made, and 2.) It indicates to teachers and curriculum developers which part or the target language students have most difficulty producing correctly and which error types detract most from a learner's ability to communicate effectively.

A language errors are significant in (that) they provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learners is employing in the discovery of the language.

In the fact that learners do more errors, and that error can be observed, analyzed, and classified to uncover the learners error and mistake called error analysis.

## 2. Definition of Error

Several opinions have been given by linguists about definition of error. H.D. Brown (2000, p. 9) defines error as 'noticeable deviation from the adult's grammar of a native speaker, reflecting the inter language competence of the learner. The key terms in this definition are inter language. As someone learns a foreign language, the error she makes indicates her level of proficiency. Meanwhile Dullay said that, 'Errors are the flawed side of learner speech or writing. They are those part of conversation or composition that deviate from some selected norm of mature language performance. (1983, p. 138).

From those definitions, it can be concluded that errors are unacceptable and inappropriate forms that are caused by the learner's lack of knowledge and because of their weakness in understanding the structural pattern.

## 3. The Types of Error

Student's error may be distinguished as error of performance or errors of competence. *Errors of performance* are unsystematic and not very serious, because the student's themselves can correct. These errors are distributed to carelessness, lapse of memory, ill health, emotional state, etc. *Errors of Competence*, on the other hand are persistent systematic. These errors, Corder says represent the learner's transitional competence. (1990, p. 28)

The main sources of error are interference from the mother tongue, from the target language, and from second or third foreign language the student may be simultaneously learning.

Burt and Kiparsky (1995, p. 22) prompted a state "An error can vary in magnitude. It can cover a phoneme, a word, a phrase, a clause, a sentence, or even paragraph. This state of affairs led them to distinguish between global error and local error. A global error is one of which involves "the overall structure of a sentence" (includes everything), and a local error is one of which affects "a particular constituent" (helping to make a whole component part).

According to Corder (1981, p. 264), error divided into four categories : errors *omission of some required element, addition of some unnecessary or incorrect element, selection of an incorrect element that causes misformation, and misordering of element.*

#### 4. Error Analysis in Sentence

For the writer, an error analysis is an analysis to get information about the students difficulty in learning a language especially to write it and error analysis is also to figure out the the error that most students do in writing. Knowing the students error enables the teacher to give the remedial and may change the way of teaching.

S.K Sharma (1981, p. 21) defines error analysis is a process based on analysis of learners error with one clear objective : evolving a suitable and effective teaching learning strategy and remedial measure necessary in certain clearly marked out areas of the foreign language.

An error analysis can give a picture of type of difficulty learners are experiencing. For the class teacher an error analysis can give useful information about a new class. By using error analysis as monitoring device, the teacher can assess more objectively how his teaching is helping his students.

Error analysis can be a very useful device both at the beginning , it can reveal to the teacher, the course designer, or the textbook writer the “knotty” areas of the language confronting the pupils. The frequency counts of errors, supported by the finding of constructive linguistics, can be immensely helpful in setting up teaching priorities. (1981, pp. 21-22)

#### 5. The Procedures Of Error

Gass and Selinker (2001, p. 79) stated that a great deal of the work on error analysis was carried out within the context of the classroom. The goal was clearly one of pedagogical remediation. There are a number of steps taken in conducting an error analysis.

- a. Identify errors, what is the error?(e.g. incorrect sequence of tenses, wrong verb form, etc)
- b. Classify errors. Is it an error of Tense? Is it an error in sentence pattern?
- c. Quantify errors. How many errors of tense occur?
- d. Analysis of source / causes.
- e. Remediation. Based on the kind and frequency of an error type, pedagogical intervention is carried out.

## 6. The Causes of Error

Errors occur for many reasons. One of strategies to prevent students from making the same error again and again is by looking at the causes of error itself. In discussing about error, Corder claims that there are three major causes of error arise in second language learning. These errors are transfer errors, analogical errors, and teaching induced errors. (1983, p. 140)

### a. Transfer Errors

The beginning stages of learning a second language are characterized by a predominance of interference of learner's native language. In these early stages, before the system or the second language is familiar, the native language is the only the linguistics system in previous experience upon which the learner can draw.

### b. Analogical Errors

Although when the learner's have discovered a correct rule of the target language, they may still continue to make errors, because they haven't yet discovered the precise set of categories to which the rule applies. Errors, which result from this strategy, are called analogical errors.

### c. Teaching Induced Errors

Errors in second language learning may appear to be induced by the teaching process itself. In this term, the method and the material that used by the teachers can lead the learners to make faulty hypothesis about the language.

## 7. Difference between Mistake and Error

Error is usually compared with mistake. It is important to make a distinction between error and mistake, because they are technically two different phenomena. In order to analyze learner's error in proper perspective it is a crucial point to make a distinction between mistake and error.

According to Corder (1981, p. 18) in his book "Error Analysis", mistake are failure to use a known system correctly. Mistakes are caused by memory lapses, physical as well as psychological conditions, such as tiredness or strong emotion. Mistakes are not systematic, they are incidental. On the other hand, errors are the failure to apply the language system correctly, because the learner have not yet mastered a full command of the language system or

because the learner's lack knowledge about the rules, etc. Errors are systematic. Errors in a language tell us something about the learner's mastery of the language.

Error analysis become distinguished from constructive analysis by its examination of errors attributable to all possible sources, not just those resulting from negative transfer of the native language.

Over the years, many studies have shown that error analysis fails to account for the strategy of avoidance. A learner who for one reason or another avoids a particular sound, word, structure, or discourse category may be assumed incorrectly to have no difficulty therewith.

Finally, error analysis can keep us too closely focused on specific languages rather than viewing universal aspects of language. (2000, p. 218)

## **8. The Sources of Error**

In the analysis of learners speech or writing, it is important to know the source of error. Why us certain errors made? What cognitive strategies and styles or even personality variable underline certain error? By trying to identify sources can begin to arrive at an understanding of how the learners cognitive and affective relate to linguistics system and to formulate an integrated understanding of the process of second language acquisition. Sources of error come from inter-lingual transfer, intra-lingual transfer context of learning and communication. (2000, pp. 213-217)

### **a. Inter-lingual**

Mother language or native language of the learner has a great deal of influence in learning second language or foreign language and "those attributed to the native language. It is called interference or inter-lingual transfer. In these early stages, before system or second language is familiar, the native language is the only system in previous experience up upon which the learner can draw.

### **b. Intra-lingual**

In learning second language, inter lingual transfer is one of the source of error that must be recognized, but it is now clear that the transfer within the target language (intra-

lingual). As Douglas Brown stated “principles of language learning and teaching that...intra-lingual transfer (within the target language itself) is a major factor in second language learning. The researches have found that the early stages of language learning are characterized by a predominance of interference (inter-lingual transfer), but once learners have begun to acquire part of the new system, more and more intra-lingual transfer-generalization within the target language is manifested.

Native intra-lingual transfer or overgeneralization has already illustrated in such as “Does John can sing?” other example like “he good,” and “I don’t know what time is it?”

### c. Context of Learning

A third major of source error, though it overlaps both types of transfer is the context of learning. “Context” refers to the classroom with the teacher and the material in the case of the school learning or the social situation. In a classroom context, the teacher or the text book can lead the learners to make faulty hypothesis about the language, what Richard called “false concept” and what Stenson termed “induced errors”. Students often make errors because of misleading explanation from the teacher, faulty presentation of a structure or word in the text book, or even because of pattern, that was rote memorized in a drill but not properly contextualized.

**Table 2.1**  
**Comparison Between Error and Mistake**

NO.	CATEGORY POINT OF VIEW	ERROR	MISTAKES
1	Source	Competency	Performance
2	Character	Systematic	Not systematic
3	Duration	Long time	Temporary
4	Linguistic system	Not controlled	Controlled
5	Result	Deviation	Deviation



6	Remedial	Helping by teacher : exercise, remedial teaching	By student: him self / her self or students own. (2011, p. 68)
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## 9. Kinds of Error

Language error is has many kinds and can be classified in various ways according to the way view it is, every point of view produce certain classification.

As Tarigan has stated in his book that there is a linguist which differentiates it into two kinds as follow:

1. Error which caused of exhaustion, tired and miss attention, that Chomsky said in Tarigan's book as performance factor, it is a performance error, in every librarian said as "mistakes".
2. Error which caused of minimum science about linguistics, that Chomsky said at Tarigan's book as competency factor, it is the systematic deviations caused by the student knowledge of the system second language is "error". (2011, p. 127)

Betty Schramfer Azar (1989, p. 29) in her book gave guidance for correcting writing errors. The types error are classified as: *singular-plural, word form, word choice, verb tense, addition word, ommition, word error, incomplete sentence, spelling, punctuation, capitalization, article, meaning not clear, and run-on sentence*. In the research, the writer uses addition word (insertion), ommition, and word choice (incorrect preposition).

## 10. The Purpose and Methodology of Error Analysis

Studying leraner's error serves two major purpose:

1. It provides data from which inferences about the nature of the language learning process can be made.

2. It indicate to teacher and curriculum developers which part of the target language students have most difficulty producing correctly and which error types detract most from a learner ability to communicate effectively. (1983, p. 138)

Error analysis is some procedure. Error analysis has a sure steps the mean of a sure steps is “methodology” of error analysis (2001, p. 68) :

1. *Data need to be collected* : the data can collect from the students result exam, either written or oral data.
2. *Identify errors* : recognizing kinds of error. For example : incorrect tenses, like wrong verb form
3. *Classify errors* : choosing kinds of erros. For example : an error of omission, addition, selection, or ordering.
4. *Quantity error* : arrange error based on frequency. For example : how many errors in using preposition of time occur?
5. *Analysis of Source* : finding out locate of error, cause of error, and give the right example.
6. *Remediation* : based on the kind and frequency of an error type.

## 11. Definition of Preposition

Preposition usually come before the word the control. They indicate various relationship between words or phrases.

Preposition is word can't change its form and usually in front of noun for showing its relation with other word in sentence. Noun or noun-equivalent is called”object”. Example : I put the book on the table. (1996, p. 361)

Many verbs get strongly associated with certain preposition in one of two ways:

1. Verb and preposition keeping their basic meanings
2. As a compound having an idiomatic meaning ( we can't guess the meaning from the two parts).

Preposition are always followed by noun or pronoun. They are connective words that shows the relationship between the noun following them and one of the following sentence element : subject, verb, object or complement. They usually indicate relationships, such as

position, place, direction, time, manner, agent, possession, and condition , between their objects and other parts of the sentence.

In Marcella Frank's book said that the preposition is classified as a part of speech in traditional grammar. (1972, p. 163) However preposition as well as conjunction from other part of speech in that :

1. Each is composed of a small class of words that have no formal characteristic endings.
2. Each signals syntactic structures that function as one of the other part of speech.

Except it, preposition is word put before noun or pronoun. (2007, p. 101) And preposition is the word use for showing the relationship between noun or pronoun and other words in a sentence or the word put before noun or pronoun with parts of other sentence. (2007, p. 10)

The student should not also that many words used mainly as preposition can also be used as conjunction and adverb.

On the other meaning preposition is word used for connecting between noun with another one or connection between other word in sentence. (2005, p. 190) In Imam D. Djauhari's book said that preposition is word put in front of or before noun for explaining the position or location of other noun. (2004, p. 146) Preposition has not to model or the real stipulation in using. Then we can learn it by methods:

1. Memorize the model of use preposition.
2. Imitate' English native speakers' English using preposition. (2004, p. 146)

The explanation about preposition always round up two aspect :

- a) Kinds of preposition
- b) Their relationship with other part of speech.

Preposition is word put in front of noun or pronoun for indicating the relationship between position, direction, and time. (2005, p. 56) And preposition is word, it indicate the relation of word or phrase and usually placed in front of that word. The word can be related too often between other word for indicating the place, time, direction, and room.

Relationship with other part of speech, many preposition it has close relationship with other word.<sup>1</sup> As if preposition like part of it word, because of it never replaced by other preposition. Kind of words is : adjective, noun, and verb.

## 12. The Function of Preposition

Preposition have been called the biggest little word in English. They are usually quite short and insignificant looking, but they have very important functions. Take a look at these sentences and notice completely different the meaning of each sentence is :

*A letter was sent by Peter*

*A letter was sent for Peter*

*A letter was sent by Peter*

*A letter was sent from Peter*

The preposition has the function of connecting a noun or pronoun to another word, usually a noun, verb or adjective. Example, *The Girl with the red hair is beautiful.*

A preposition connects a noun structure to some other word in the sentence. Special function of prepositional form is :

1. Part of Verb ( Verb-preposition combination)

Ex. Keep on ( = continue ), get up ( = a wake ), go over ( = review)

2. Adverb ( mostly place and direction )

Ex, He went down ( down is an adverb )

He went down the stairs ( down is preposition )

Be based on the meaning can be concussed that the function of preposition is as operator between noun or pronoun with other words.

Ex : She slept in the morning.

Word “in” connect the word “the morning” with noun “slept”.

## 13. Types of Preposition

A highly detailed classification of all prepositions would be fruitless in a text on grammar, since such a classification would have to include many items that more property belong in the lexicon of the language than in the grammar of the language :

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<sup>1</sup> Purnomo, *English Grammar and Everyday Conversation*, 148-149.

## 1) Time

### 1.a. one point of time

Ex : on ( used with a day of a week )

I saw him on Saturday

At ( used with a part of the day considered as a point )

I saw him at noon

In ( used with a month )

I saw him in September

### 1.b. Extended time : starting at one point and ending at another ( duration )

Ex : I have not seen him since Monday

(since gives the beginning point. If it is used with the present perfect tense, the end point is now)

### 1.c. Sequence of Time : Event that follow one another

Ex : I will see you before Wednesday

( the event precedes the time given in the before phrase)

## 2) Place

### 2.a. Position

The point it self

Ex : put the dishes **on** the table

( on indicates the surface of something )

Higher or lower than a point

Ex : he lives on the floor above us ( higher )

A subway runs under this street ( lower )

## 3) Preposition of another time

Ex : During the summer, we don't have to study

This preposition should be distinguished for since and for.

During is usually followed by a noun indicating time. It indicates duration of time.

From, this preposition generally means the opposite of To

Ex : He come from Miami last night (opposite of : He went to Miami)

There are one – and – two – word prepositions :

One – word : in, at, over, among.

Two – word : next to, instead of.

There are time when prepositions can be used without objects. At such time, they no longer function as prepositions but become either 1) two-word verb, 2) adverb, 3) conjunctions.

Two word verbs ( verb + particle )

Ex : bring up ( raise )

Find out ( discover)

Call of ( cancel )

Catch on ( understand )

## **14. The Form of Preposition**

### **1) Kinds Form of Preposition**

- a. Simple preposition, formed from one syllable ( on, from, in etc. )
- b. Double preposition, formed from two syllable. Double preposition used when simple preposition less for saying understanding. ( ex : from off, from within, etc )
- c. Compound preposition, formed from syllable foderation for saying understanding clearly. ( ex : across – on cross, above – on by up, behind – by hand)
- d. Participal preposition, formed from the word “ particple “ ( ex : except, touching, regarding, etc )
- e. Phrase preposition / prepositional phrase, it content of two syllable or more. ( ex : because of, along with, with respect to, etc)
- f. Disguised preposition, it’s the word hidden or not discernible as preposition. The word “ by “ can change into “ be “ (ex : by + hind = behind, on + cross = across, (a can use for word “ on “).

### **2) Using Preposition**

Preposition are difficult because almost every definition for a preposition has exceptions. (1995, p. 276) The best way to learn them is to picture how they function in

comparison with other preposition and to study certain common uses and expressions using the various preposition.

### 3) The Uses of Preposition

All of preposition words have its function which distinguish the use of each. According to Marcella Frank, their function as follow : (1922, p. 164)

#### 1. Preposition of Time

- After = the event follows the time given in the after phrase
- Before = the event precedes the time given in the before phrase
- Within = gives a quantity of time before which something will Happen
- During = gives a block of time, usually thought of as undivided
- For = gives a quantity of time
- From – to = starting at one point and ending at another duration
- By = implies no latter than, at any time up to this point
- Since = gives the beginning of the point
- In = used with a part of the day, a month, year, and a season
- At = used with a part of the day considered as a point, and an hour of the day
- On = used with a day of week and month

#### 2. Preposition of Direction

- As far as = shows the movement up to the point
- Past = shows the movement through far out the point
- Around = shows the event in the region of the point
- Up – down = shows the movement in the regard to the point
- Into–out of = shows the arrival to or the leaving from an area
- Away from = shows the movement in the regard to the point
- Toward = shows the movement in the regard to the point
- To – from = shows the movement in the regard to the point

#### 3. Preposition of Place

- Opposite= directly facing someone or something else

Between	= on each side of a persons or thing that has two sides
Beside	= on one side of a person or thing that has two sides
Alongside	= adjoining persons or things considerd as lined up, or side by side
Next to	= with nothing else between them
Near	= the most generally meaning of neighboring the point
Below	= felt to be directly generally higher than a point
Beneath	= expresses the idea directly under, with some space between
Under	= felt to be generally lower than a point
Above	= felt to be directly higher than a point
Over	= felt to be generally higher than a point
At	= refers to general vicinity, and also used for addresses with street number
On	= indicited the surface of something
Inside	= emphasize the containment
In	= gives the area of something enclosed – a container, a drawer, a room, a building the world

#### 4. Preposition of Method

By means of	= showsthe tools that used
Through	= shows the media in finishing something and procedure
With	= shows the media or tool which used
By	= shows the media or tool which used

#### 4) Using preposition in Sentence

To ( ke, kepada, untuk, sampai ). A preposition used for indicating the objective of noun.

Ex : He sends the letter to his friend

In ( di dalam, di, pada ). We use 'in' for indicating the objective of verb

Ex : I put sugar in the glass



At ( diatas, pada ). For indicating the situation of noun

Ex : She puts the book on the table

We use 'on' with dates and days

Ex : They got married on 12 March

She comes to my house on Saturday night

We use 'in' for longer periods of time ( months / years / season )

Ex : in April, in 1985, in winter

We don't use at / on / in before last and next

Ex : I'll see you next Friday

In + a period of time = a time in the future

Ex : The train will be leaving in a few minutes

For and During

We use 'for' + a period of time to say how long something goes on : for six years, for two hour, for a week.

During and While

We use during + noun

Ex : I feel asleep during the film

We use while + subject + verb

Ex : I feel asleep while I was watching television

By ( + a time ) = not latter than

Ex : We'd better h by urry. We have to be at home by 5 o'clock

You can not use 'until' with this meaning

Ex : Tell me by Friday whether ( not tell me until Friday )

We use 'until' to say how long a situation continues

Ex : I was tired this moring, so I stayed in bed until half past tense.

We use 'after' for connecting two incident, first incident has happened event.

Ex :He goes to school after breakfast

### 5) Preposition at the End Sentence

It used to be said that one should never end a sentence with a preposition, but in actual practice that is a rule that can not always be followed. the preposition in verb preposition combinations commonly end sentence under the following circumstances. When in the interrogative pronoun is the object of the preposition.

Ex : Who / whom are you speaking to?

What are you looking for?

When a relative pronoun is used as the object of the preposition

Ex : This is the house that I used to live in

When the relative pronoun is omitted

Ex : Here is the book I was speaking of

When which is replaced by that

Ex : This is the house in which I used to live

This is the house that I used to live in

Adjective clause of this kind behave in the same way when they are embedded in the sentence.

Ex : The house in which I used to live is being torn down

After an infinitive at the end of the sentence

Ex : he use his new pen to write with

After a passive infinitive at the end of the sentence

Ex : I like to be listened to notice the preposition in the following sentences

Ex : He admires the person for whom he works

He admires the person whom he works for

He admires the person that he works for

He admires the person he works for

The sentences in the preceding section that end with prepositions are informal. The others are formal and are likely to appear only in formal writing.

The preposition is usually placed before the object. But it may be placed at the end of the sentence in a question.

Ex : Which country did you go to?

## 6) The Categories of Prepositional Pitfalls ( in German)

Being aware of the potential hazard may help you learn to avoid some of the prepositional dangers.

Prepositional pitfalls into three main categories :

1. Grammatical : is the preposition one governed by the accusative, dative, of, genitive case? Or is it a so –called “doubtful” or “two – way” preposition? Once again, the German cases play in important role.
2. Idiomatic : how does a native – speaker say it ? to illustrate this, I often use the English example of “stand in line” or “stand on line”- which do you say? And the way the German might say ‘in’ or ‘on’ depends on a number of factors, even including whether a surface is vertical ( on the wall )or horizontal (on the table). Using the wrong preposition can also lead to an unintentional change in meaning. And sometimes to embarrassment.
3. English Interference : because some German prepositions are similiar or identical to English, or sound like an English preposition (bei, in, an, zu), you may choose the wrong one English preposition : ‘an’ can mean at, in, on or to –mean ‘on’ the word “since” can be translated into German with either the preposition ‘seit’ (for time)or the conjunction ‘da’ (for cause).

## 7) Missue in preposition

Although the definition about preposition and it’s distribution has explained in English book, but we have to do a mistake in using preposition in a sentence, election in preposition or the effect from preposition or the effect from preposition.

The mistake usually emerged:

- a. Use the wrong preposition in sentence

In this thing, we were prosecuted for memorizing preposition in a literal manner. We can not ask why have to use preposition “in” and don’t “on” etc. The preposition usually complicated person of Indonesia especially in translating. Ex : same with (flase) - same as (true).

- b. The subject was separated from it's verb, where the expression of preposition phrase arouse more mistakes in determining it's verb.

Ex : Mr. Jack with his friend has already arrived. The example above is wrong because the expression "with his friend" function to explain a verb "Jack", For using the verb "have" then we have to change that sentence become: "Mr.Jack and his friend have already arrived."

- c. Not given the preposition to sentence ought to give a preposition, or more hand over preposition.

Ex : I live Jalan Sumatra (false)

I live on Jalan Sumatra (true)

#### **D. RESEARCH METHODOLOGY**

Method of the research used by researcher in arranging this paper is a case study. The case study approach to research in most usefully defined as an intensive study of a single unit or a small number of the cases.<sup>2</sup> The population of study is the second grade of SMPN 4 Tigaraksa Cisereh-Pete in 2015-2016 of academic years. There are 258 students of the second grade. The writer takes 10% of them as sample for the research,  $10\% \times 258 = 25$  students. To gain the data, the researcher uses writing test as instrument. The writer uses some techniques of data collecting: observation, test, and interview. The writer uses the procedure to analyze the data: collecting data, identify the fault of the students writing, classification errors on any type, describe the frequency of errors, analyzing errors based on the error source, and remediation.

#### **E. RESULT AND DISCUSSION**

In determining the common errors types in the use of preposition, the writer used several parameters that were set as guidelines for the analysis. These parameters were set according to the study of Darina Lokeman Loke, Juliana Ali, and Norin Norain Zulkifli Anthony<sup>3</sup>:

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<sup>2</sup>John, Gerring, *Case Study Research Principles and Practices*, (New York : Cambridge University Press, 2007), 37.

<sup>3</sup> Darina Lokeman Loke, et al, *A Corpus Based Study on the Use of Preposition of Time 'on' and 'at' in Argumentative Essays of Form 4 and Form 5 Malaysian Students*, English Language Teaching, Vol. 6, No. 9, ( Selangor: Canadian Center of Science and Education, 2013), 131.

**Table 4.1**  
**The Parameters of Common Errors in Using Preposition**

No	Parameter	Description
1	Omission of Preposition	learners fail to use a preposition in a sentence where it is obligatory, Example: My class started 10 __4 o'clock.
2	Insertion of Preposition	Learners add on preposition in a sentence where it is not needed. Example: I read the books since <b>to</b> 4 o'clock.
3	Incorrect Preposition	learners use the wrong preposition in a sentence Example: I came <b>in</b> Campus at 10 o'clock.

The writer calculated the frequency of errors that students made. This table below is the recapitulation of the students preposition writing errors.

**Table 4.27**  
**The Recapitulation of Students Writing Errors**  
**in Using Preposition**

The Students	Error Types			Total
	Omission	Insertion	Incorrect	
1	1	0	1	2
2	0	0	1	1
3	0	0	5	5
4	1	0	2	3
5	1	1	1	3
6	1	0	1	2
7	1	0	3	4
8	0	0	1	1
9	0	0	2	2
10	0	0	2	2
11	0	0	2	2
12	1	0	1	2
13	0	0	3	3
14	1	0	1	2

15	1	0	2	3
16	0	1	2	3
17	0	0	2	2
18	1	0	3	4
19	0	1	1	2
20	1	0	2	3
21	1	0	2	3
22	0	0	2	2
23	0	1	2	3
24	2	0	1	3
25	1	1	1	3
<b>Total</b>	<b>14</b>	<b>5</b>	<b>46</b>	<b>65</b>
<b>Percentage of Error</b>	<b>43.30%</b>	<b>6.66%</b>	<b>53.33%</b>	<b>100%</b>

Based on the table of students' errors, it can be stated that total errors of omission are on percentage 21.53%, total errors of insertion are on percentage 7.69%, and total errors of incorrect are on percentage 70.76%. The writer would like to interpret the data based on the description and analysis data above. It can be seen that the highest error types is incorrect preposition. In other word, students put wrong preposition. They don't understand the use of preposition correctly. The result shows that students are very poor understood on using preposition.

The writer also interprets the most common writing errors in using preposition made by the students. The first is *incorrect preposition* which has 46 or 70.76% errors. The student chose wrong preposition whose using is not appropriate in the sentence. It indicates that the students have weak understanding of using correct preposition in writing. With those frequency, the teacher should pay more attention to this part.

The second error type is omission which has 14 errors or 21.53%. It shows that the students omit preposition where is needed in the sentence. This revealed that students are having difficulties in understanding preposition.

Furthermore, the lowest error type is *insertion* which it has 5 or 7.69% errors. Students add preposition where it is not needed in the sentence. The results reveal that students do not have serious problems with unnecessary insertion of prepositions.

## F. CONCLUSION AND SUGGESTIONS

Students understanding on using preposition in the second grade students of SMPN 4 Tigaraksa-tangerang is very poor. It can be seen from the frequency of errors that students made. From 25 students, 70.76% of them made errors in incorrect preposition area. It indicates that the students have weak understanding of using correct preposition in writing.

The common error types of students writing in using preposition are incorrect preposition with the number of errors is 16 or 53.33%, and omission with the number of errors is 713 or 43.30%. The lowest error type is insertion of preposition with the number of error is 2 or 6.66%.

There were some suggestions which can be forwarded to the teachers, the students, and the researchers. Teacher should have brainstorming as warming-up before starting teaching learning, teacher should create an impressing teaching writing technique which can catch the students' attention toward English writing activity, and teacher should give feedback toward the students' writing and communicating their progress in writing. Next, this research would be suggested for students. Students should practice writing and they should learn more about preposition to reduce the writing error. This research also will be beneficial also for other researchers who would like to use this result of study as a review or reference. They should choose appropriate material and conduct the research better.

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