

**ERRORS IN USING PREPOSITIONS MADE BY
ENGLISH FRESHMEN MAJORING ON LITERATURE AT
UNIVERSITAS NEGERI PADANG IN ACADEMIC YEAR 2019**

THESIS

**Submitted as a Partial Fulfillment of the Requirements for Bachelor of
Education (B. Ed) Degree**



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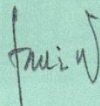
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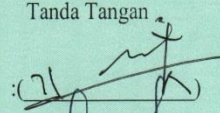
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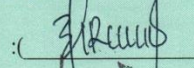
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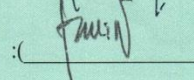
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ABSTRAK

Nentis. (2020). Errors in Using Prepositions Made by English Freshmen Majoring on Literature at Universitas Negeri Padang in Academic Year 2019.

Penelitian ini bertujuan untuk menganalisis kesalahan mahasiswa jurusan Bahasa Inggris dalam penggunaan kata depan (preposisi). Subjek penelitian ini merupakan mahasiswa baru Jurusan Bahasa Inggris, program kependidikan sastra Inggris pada tahun akademik 2019. Dari 103 siswa, 31% dari mereka dipilih sebagai sampel dalam penelitian ini dengan menggunakan teknik pengambilan sample acak sederhana. Data diperoleh dengan menggunakan tes *gap-filling*. Hasil data analisis menunjukkan bahwa dari 1.240 jawaban dalam tes, terdapat 796 kesalahan yang dibuat oleh siswa. Kesalahan tersebut terdiri dari 184 (59%) pada kata depan (preposisi) yang menandai waktu, 213 (69%) pada kata depan (preposisi) yang menandai tempat, 236 (76%) pada kata depan (preposisi) yang menandai arah/pergerakan dan 163 (52%) pada jenis kata depan (preposisi) lainnya. Selanjutnya, terkait dengan faktor penyebab kesalahan yang dibuat siswa, hal tersebut merupakan target bahasa itu sendiri yang sebagian besar menyebabkan siswa melakukan kesalahan (*intralingual transfer*). Berdasarkan penemuan tersebut, dapat disimpulkan bahwa mahasiswa baru Bahasa Inggris melakukan kesalahan dalam penggunaan kata depan (preposisi) dan kesalahan itu sendiri sebagian besar disebabkan oleh kurangnya kemampuan siswa dalam tata Bahasa Inggris.

Kata kunci: Analisis Kesalahan, Kesalahan Preposisi, Mahasiswa Baru Bahasa Inggris

ABSTRACT

Nentis. (2020). Errors in Using Prepositions Made by English Freshmen Majoring on Literature at Universitas Negeri Padang in Academic Year 2019.

This research was aimed at analyzing the English department students errors in using prepositions. The subject of this research was the the freshmen of English Department majoring on literature in academic year 2019. Out of 103 students, 31% of them were choosen to be a sample by using simple random technique. The data had been gathered by using gap-filling test. The results of the data analysis show that from 1240 answers in the test, there were 796 errors made by the students. The errors included 184 (59%) errors prepositions of time, 213 (69%) errors in prepositions of place, 236 (76%) errors prepositions of direction/movement and 163 (52%) errors other kinds of prepositions. In addition, related to the cause of errors, it was the target language that mostly causes the students commit errors (intralingual errors). Based on the findings, it can be concluded that the freshmen of English students commit 64% total of errors in using prepositions and the errors itself mostly are due to the students' lack ability in grammatical.

Key words: Error analysis, preposition errors, English freshmen

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Padang, February 2020

The Writer

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CHAPTER 1

INTRODUCTION

A. Background of the Problem

In learning a target language such English, it is normal for students to make errors. According to Dulay et al. (1982) people cannot learn a language without first systematically making errors. Errors may happen due to the reason that the target language itself does not belong to the student's first language in which they can acquire it unconsciously. According to Brown (2000) the errors are systematic deviations, which occur when the second language learners have not learned something of the target language. In Indonesia, students learn English as the foreign language (EFL), based on Dulay et al. and Brown, errors could appear to Indonesian students since English does not belong to their native language.

Learning foreign language is not an easy matter especially for those who have not been exposed to the target language frequently. As a result, errors cannot be avoided during the learning process. Porte (as cited in Suzanne, 2017) explains that the students make errors repeatedly and continuously until they master the language. In short, errors only appear when someone has lack knowledge about the target language. The same cases may also happen to English freshmen students at Universitas Negeri Padang due to the reason that they have not been exposed to the target language frequently. This study is conducted to them in order to get a clear

description about their errors. Hopefully, relying on the result of this study, the errors can be diminished through improving the learning process in grammatical subject. As a result, the main goal for mastering the target language can be obtained.

The errors in learning of target language may occur in the grammatical aspect such as preposition. Sudhakarna (2015) says that one major grammar errors observed in the student's productive skills is the errors of prepositions. In addition, Yates (2002) states that comparing to any other part of speech, prepositions is more susceptible to pose more problem for non-native learners. Prepositions may be difficult for students because of the numerous numbers of them in the English language and their polysemous nature. Polysemy is "a semantic characteristic of words that have multiple meanings" (Koffi, 2010). Essentially, the majority of prepositions in English have a variety of meanings depending on context. Thus, learners often become frustrated when trying to determine prepositional meanings and when trying to use them appropriately.

Preposition by Warriner (1988) is defined as a word that has the function to show the relationship of a noun or pronoun to another word in the sentence. Vannestål (as cited in Lotsander, 2018) adds that the function of prepositions is to connect one phrase to another phrase in a sentence to develop the whole meaning. Since the function of preposition is linking between other words in the sentence, there is no doubt preposition has a crucial role in a sentence. For example, in the sentence "he lives Jakarta"

will have a meaning if it link with “in” such as in the sentence “He lives in Jakarta. This sentence has a meaning the place that he lives is Jakarta. In conclusion, the main role of the preposition is to indicate the relationship between words in sentence that makes us easier to understand the meaning of the sentence. The errors in using prepositions can lead to misunderstanding of the message aimed to be conveyed, which in turn causes communication gaps.

The errors made by the students can be resulted from some factors. According to Brown (2000) the sources of errors are divided into four terms. They are interlingual transfer, intralingual transfer, context of learning, and communication strategies. Interlingual transfer refers to cause of errors by the interference of the students’ first language or native language. In this case, the students may translate the target language from their first language literally without considering the appropriateness of the meaning firstly. On the other hand, intralingual transfer refers to the complicated systems of the target language itself. Hence, the errors happen due to a cause-effect relationship among the various structure of the target language. Context of learning refers to the cause of errors that relates to the situation in the classroom, the teachers, the materials, and the social situation. Meanwhile, communication strategies are the cause of errors in the context of learning style chosen by the students.

Related to prepositional errors, there are some studies that have been conducted about analyzing the errors. The result of the studies underlines some important points about the errors made by the students. First, the study done by Anjayani (2016) in Indonesia and Saravanan (2014) in India found that the interference of the students' native language contributes a lot to the errors made by the students. In contrast Foo (2007) on the same field of study found the fact that the interference of the students' first language didn't contribute a lot to the errors made, it was originally derived from the English language itself. Similarly, Zurniati (2018) also found that it was intralingual which was low of grammatical ability that makes English Department students of IAIN Imam Bonjol Padang making errors.

Based on the theories presented previously and studies done by the researchers from various areas, the researcher assumes that it is considerably beneficial to conduct the similar study related to prepositional errors. This study will try to find out whether the condition stated above also occurs among the students in Indonesia who learn English as foreign language especially among English freshmen students majoring on Literature at Universitas Negeri Padang in academic year 2019.

B. Identification of the Problem

Errors are commonly appeared in learning of the target language since errors is considered as the natural process of learning. The errors can also be appeared in learning grammatical aspect. However, the errors itself should be decreased in order to gain the proficiency in learning a language. This study will try to find out the kinds of errors in using prepositions as prepositions is a branch of English grammatical aspect. This study also seeks to understand the factors that cause the students making errors in using the correct preposition. The factors of errors are classified into interlingual transfer, intralingual transfer, context of learning, and communication strategies.

C. Limitation of the Problem

This study will focus on analyzing the errors related to the kinds of prepositions made by English freshmen majoring on literature at Universitas Negeri Padang in academic year 2019.

D. Formulation of the Problem

The problem of this study is formulated as follows: what are the prepositions errors made by English freshmen majoring on literature at Universitas Negeri Padang in academic year 2019 in using prepositions?

E. Research Questions

The problem of the study is elaborated into the following questions:

1. What kinds of errors in using prepositions are made by English freshmen majoring on literature at Universitas Negeri Padang in academic year 2019?
2. What are the causes of errors in using prepositions made by English freshmen majoring on literature at Universitas Negeri Padang in academic year 2019?

F. Purposes of the Research

The purposes of this study are:

1. To find out the kinds of errors made by English freshmen majoring on literature at Universitas Negeri Padang in academic year 2019
2. To find out the cause of errors made by English freshmen majoring on literature at Universitas Negeri Padang in academic year 2019

G. Significances of the Problem

There are two significant of this study; they are can be mentioned as follows:

1. Theoretically, this study can be a proven toward the theory that errors are systematically and commonly occurred in learning target language.
2. Practically, this study can map the pattern of errors produced by the students while constructing the sentence. So that, the result of

the study can be an input for language instructors to design a language teaching method that can decrease the errors.

H. Definition of Key Terms

To avoid misinterpretation among the readers, here are some key terms used in this study:

1. Errors analysis is a technique of analyzing the deviation occurs
2. Prepositions errors are deviations of the rules of using the prepositions
3. Prepositions are function words that help to connect phrases within a sentence

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion presented previously, it can be concluded that the freshmen students of English Department majoring on Literature at *Universitas Negeri Padang* in academic year 2019 made errors in the use of prepositions. The total numbers of errors was 796 from 1240. The percentage of the students' errors ranging from the highest to the lowest were preposition of direction/movement (76%), in preposition of place (69%), in preposition of time (59%), and other kind of preposition (52%).

Then, related to the cause of errors, the errors occurred due to intralingual transfer— it was the target language itself that made the students made errors. The students' lack of knowledge about English language had caused them facing difficulties in comprehending prepositions in English. Due to the lack of their knowledge, they tend to ignore the specific rules in using it and often overgeneralize the information from target language in every structure of language they find.

B. Suggestion

Based on the conclusion above, it is suggested for the English language learner to learn more about prepositions by focusing on the specific function each of them; therefore, the errors itself can be decreased. Moreover, for English language instructor it is suggested to teach about

prepositions by focusing more on their functions and its appropriate positions in the sentence. The learners also need to expose more to the exercise related to English prepositions in order to gain better understanding about prepositions.

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